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ABSTRACT

Following the text of a pre-conference paper entitled "The School Library Picture in Nova Scotia--One Part of the Canadian Scene," by Shirley Coulter, various International Association of School Librarianship (IASL) conference activities are summarized, and the conference program is presented, together with opening remarks by Thomas J. McInnis, Minister of Education for the Province of Nova Scotia. In addition, the full text is provided for 16 papers presented at the conference, and handouts, outlines, and/or summaries are included for 8 other conference presentations. Aspects of school librarianship discussed in the papers and presentations include the school library and the community, student/teacher/librarian cooperation, reading programs, children's literature, resources for rural schools, volunteers in the school, school/public library cooperation, library resources, museums, school media aides, library networks, teaching library skills, and multicultural education. Also included are the 1986 IASL general meeting agenda and minutes; the 1985/86 president's report, the treasurer's report and proposed budget for 1986/87; a statement on apartheid; and the IASL bylaws. A resolution of thanks presented by Mary Ann Paulin and acknowledgements from the IASL chairperson conclude the proceedings. (KM)

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1986

ANNUAL CONFERENCE PROCEEDINGS.

HALIFAX, NOVA SCOTIA, CANADA

JULY 27 - AUGUST 1, 1986

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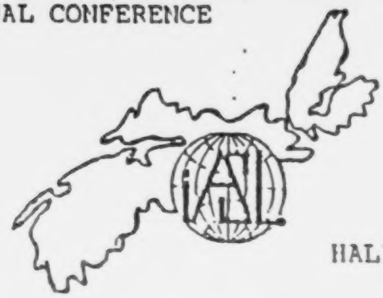
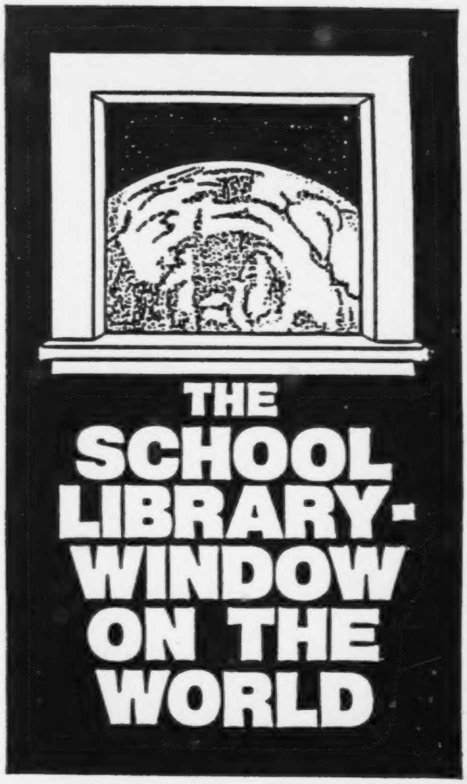


HALIFAX '86

"CIAD MILE FAILTE"

"A HUNDRED THOUSAND WELCOMES"


THE
SCHOOL
LIBRARY-
WINDOW
ON THE
WORLD

Theme logo designed by
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TABLE OF CONTENTS

Preface 1

The School Library Picture in Nova Scotia 2

Pre-Conference Study Tour 9

Conference Programme 10

Official Opening - The Hon. T.J. McInnis 17

School Librarians & Cultural Pluralism - Ann K. Nauman .. 20

Greetings from WCOTP - R.G. Fredericks 39

The School Library & the World of the Community : Other Libraries & Institutions - Anne M. Galler 40

Canadian Stories & Songs: Read Aloud Program Ideas - Marie Bowers 50

The National Library of Canada: Services to School Libraries - Gwyneeth Evans 54

Student - Teacher - Librarian Cooperation Builds High School Asian Literature Curriculum - Howard Hall 67

Canadian Children's Book Awards - Linda Pearse 93

Jamaican Literature for Children - Cherrell V. Robinson . 99

What Shall We Tell the Children? - Anne Taylor 113

Translation of Canadian Children's Books - André Gagnon . 132

Lunch with Nova Scotia Writers & Readings by Authors 158

Provision of Reading Materials & Learning Resources to Rural Schools (Venezuela) - Nelson Rodriguez Trujillo 159

Use of Resource People in Generating Resources for Learning in Nigerian Schools - David F. Elaturoti 169

"Tour Day" - Wednesday, July 30 175

Volunteers in the School - Sharon Prescher 178

The School Library & the World of the Community: The Library & Public Programs - Sandra Hodges Gamal..... 195

School Libraries in Canada : Some Highlights - Susan Traill (reported by a delegate) 206

Reading Support Program : Halifax City Regional Library - Mary Jane Parson & Susan Terrio 209

including

School/Public Library Cooperation at H.C.R.L. - Hope Bridgewater 222

The Vertical File: a Class Project - a Library Resource - Margaret Crocker 224

The Museum & the School - Debbie L. Burleson 237

Library Loopholes: Bettering Teacher-Made Library Tasks - Van Wilkinson 240

Academic Credit for Student Library Media Aides - Wanda Jones & Barbara McKinney 253

Getting the Act Together: Networking with UTLAS - Judith Higgins & Arline Wood 270

Outreach to the Classroom: Team Teaching - Library Skills - Edward W. Barth & Alice Nelsen 308

Multicultural Education & the School Library Resource Centre - Glenda J. Redden & Bernard Hart 344

Volunteers Are Windows on the World - Catherine C. O'Hara 364

IASL Annual General Meeting, 1986
- Agenda 372
- Minutes 373
- President's Report, 1985/86 376
- Treasurer's Report & Proposed Budget for 1986/87 379
- Statement on Apartheid 382
- By-Laws of the Association 383

Resolution of Thanks - Mary Ann Paulin 389

Acknowledgements and "Thank You's" from the Chair, IASL Conference '86 - Shirley Coulter 391

PREFACE

The 15th annual conference of the International Association of School Librarianship was a "practical" one with workshops geared to topics and problems which the majority of the members have in common. For this reason, many of the workshop presenters made extensive use of audio-visual materials, concrete examples and hand-outs, rather than presenting a detailed paper, as such. This has resulted in a mixed-bag as far as the Proceedings of the conference are concerned.

Within this volume will be found formal papers, detailed bibliographies, practical ideas, copies of some of the hand-outs, summaries of workshop presentations and, alas, some gaps where a presenter or two neglected to provide material for the Proceedings.

THE SCHOOL LIBRARY PICTURE IN NOVA SCOTIA: ONE PART OF THE CANADIAN SCENE

by Shirley Coulter

(This paper was sent to all IASL members prior to the 1986 Conference)

A brief overview of how education is organized in Canada

Under the Constitution Act, 1867 (formerly the British North America Act, 1867), as a condition of union, sovereign powers over education were given to the various provincial legislatures. As the opening of Section 93 of the Constitution Act states, "In and for each province, the Legislature may exclusively make laws in relation to education." These powers were made subject to qualifications respecting the rights and privileges of denominational and minority schools in each province as those rights stood at the time each province was admitted to Confederation.

In consequence, Canada has ten provincial education systems, plus those of the Yukon Territory and the Northwest Territories. Canada has no federal government office of education and in each province a department/ministry of education implements government policy and legislation for education. School/ Education Acts create local units of administration (school boards) under "lay" trustee control that are charged with the responsibility for operating elementary schools (generally grades Primary to 6 or 8) and secondary schools (generally grades 7 or 9 to 12) in their jurisdiction. The education systems in the different provinces have much in common, although each has unique features. Diversity stems in part from the traditions and aspirations of the founding settlers in each province and from differences in economy, geography and size of populations. Scottish educational practice, more so than English or American, had a strong early influence on English-speaking Canada, while the traditions of education in France were followed in the French-speaking province of Quebec.

The federal government is directly concerned only with the operation of the schools for Indian children through the Department of Indian Affairs and Northern Development; of the schools for children of servicemen stationed in Canada and overseas; and of the three armed forces colleges under the Department of National Defence; and with the education of inmates of federal penitentiaries. The federal government also provides financial assistance in the areas of adult occupational training and retraining, post-secondary education, and bilingual (French/English) education at all levels.

The legal, administrative and financial provision for public education from elementary school through university is the responsibility of the provincial governments. Education policies are determined through a minister of education, designated to that portfolio by the Premier of the province. The minister is directly responsible for the management and operation of the education system during his/her term of office, through a department/ministry of education. The policies and powers of the government are embodied in the School/Education Act. Other duties and obligations derive from Regulations which are concerned with subject matter covered more generally by the Act. Regulations are intended to deal with details of the implementation of principles. Generally, a department/ministry of education undertakes the supervision of teacher competency and the granting of teacher licences; the evaluation of school programs; establishment of courses of study and prescription or approval of textbooks; provision of financial assistance; setting out rules and regulations for the guidance of trustees and education officials of school boards; and generally delineating the duties of school principals and teachers. Most departments/ministries have established policies related to school libraries, to one degree or another. The general administration of the department/ministry of education is delegated to a deputy minister who is directly responsible to the minister. As a civil servant (usually a professional educator) he/she has the duties of advising the minister, supervising the day-to-day workings of the department, enforcing the Regulations of the Education Act, and providing continuity of educational policy. The "typical" department/ministry of education is difficult to delineate, but generally it is organized on the basis of two functions: 1. business and financial administration 2. curriculum, supervision, and special education services (school libraries are included somewhere within this second function). When departmental reorganizations take place, they often indicate a particular thrust of philosophy of a province at a particular time.

Each province has created a sub-organization of local units of administration generally referred to as school boards. The department/ministry of education determines the number of school boards, their jurisdictional boundaries, the number of trustees and whether they are elected by the public at large or appointed by the province. These boards function as corporations and operate under their province's Education Act and Regulations. Most Education Acts contain both compulsory ("the school board shall...") and permissive ("the school board may...") directives for the total operation of the school system. In effect, the minister delegates certain duties, rights and responsibilities to the trustees of the boards. These duties are mainly in the areas of school building and maintenance; the hiring, promotion and dismissal of teachers; the provision of instruction and curriculum design; the raising of money by local property assessment and distribution of provincial grant monies. In turn, boards assign certain duties to professional educators (directors of education/superintendents of schools) who are responsible for the delegation of duties to teachers. Most provinces operate regional offices of the department/ministry of education in order to decentralize the administration of departmental functions, regulations and their consultative services in program development, implementation and evaluation.

School libraries in Canada

Susan Traill, incoming President of the Canadian School Library Association, will be presenting a paper on this topic at IASL Conference '86 in Halifax. As this paper will be published in the Conference Proceedings, there is no need for a detailed account here. However, a few comments will be useful in order to place the Nova Scotia school library situation in the national context.

As mentioned earlier, most provincial departments/ministries of education have established, to one degree or another, policies related to school libraries. These policies may include some, or all, of the following: the department's philosophy of school libraries; aims and objectives for school library development and program; funding formulas; provincial qualifications for school library personnel; guidelines for library facilities, collection building, etc. Some provinces employ, at the department/ministry level, a school library consultant [title varies]. Although the location of this position within the department may vary from province to province, as will the degree of authority and the variety of responsibilities, one basic reason for its existence is to assist and encourage the development of school libraries within a particular province. In most provinces, there are a number of district level school library supervisors who are employed by, and responsible to, the school boards through their Superintendents of Schools/Directors of Education. These librarians are often responsible for a Library Service Centre where centralized cataloguing, special collections, etc. are available to all school libraries within the district.

School libraries in Nova Scotia

The history of school library development in Nova Scotia has similarities to that in other provinces and some differences as well.

Until about 20 years ago, there were few school libraries as such in this province. Those that did exist were located in high schools and were usually maintained, part-time, by a willing teacher of English with little or no library training. The collections, therefore, tended to heavily support the English literature courses, supplemented by an encyclopedia or two, with a smattering of books in other subject areas. The library room itself was classroom size or smaller and was most often used as a study hall. Classroom collections of varying size and quality provided "library services" in the elementary schools. Until the position of provincial Supervisor of School Libraries (later Coordinator) was created in October 1960, some assistance to schools in the areas of collection building, organization of library materials, etc. had been provided by the librarian of the Teachers' Library, a reference and circulating collection attached to the Curriculum Branch of the Department of Education. However, as there were no provincial policies or guidelines re school libraries, or funds allotted, the school library picture was bleak. Principals who cared tried to provide a few dollars for library books from their school budgets. Home & School groups were often the only source of library funds, especially in the elementary schools.

There were also few public libraries in Nova Scotia at this time, so unless children were fortunate enough to belong to families who read and could afford to buy books and magazines, they had little exposure to a wide variety of interesting and readable books. Many teachers then, as now, bought books themselves in order to have supplementary reading material in their classrooms. However, as many teachers had never had access to libraries, they were not automatically library-promoters. The advent of the regional library system in Nova Scotia, beginning with the Annapolis Valley in 1949 and Cape Breton in 1950, with bookmobile service to rural areas, book deposits in schools, and small branch libraries, caused the library picture to start to change. (The province is now completely served by 11 regional library systems) Originally, a great deal of direct service was provided to schools with bookmobile stops and circulating book deposits. As school libraries developed, and budgets became tighter, much of this direct service was phased out. However, there is an atmosphere of cooperation throughout the province with some sharing of materials and services, joint programs, etc. and in two cases, a combined school-public library facility. There are also several examples of this type of cooperation between some university libraries and local school libraries.

Prior to the development of regional libraries, the Department of Education had made some efforts to provide library service. In 1930, a number of "travelling libraries" were organized and placed in the various inspectoral districts of the province. These "book boxes" as they were familiarily known contained all types of books, for both children and adults, and were intended to serve as a substitute for permanent public libraries in the rural and village districts. As these libraries were usually placed in schools, they were often looked upon as "school" libraries and shunned by the general population. But many teachers still recall the excitement and joy when the new "book box" arrived, and although this service has long been discontinued, a book bearing the familiar "Travelling Libraries" bookplate still turns up from time to time on a classroom library shelf. The Teachers' Library, mentioned earlier, began in 1926 as a shelf of professional books in a Department office, available on loan to teachers around the province. In 1946, a professional librarian was put in charge, more suitable quarters found, and the collection expanded to include books for supplementary reading and to support the curriculum at all grade levels. Through this collection, the librarian was able to introduce many teachers to a wide variety of titles to assist them in helping children enjoy learning.

Late in 1960, the librarian of the Teachers' Library retired, this library was brought under the umbrella of the Provincial Library services [part of a Department of Education reorganization] and the position of provincial Supervisor of School Libraries was created and filled. The newly appointed Supervisor inherited the Teachers' Library with its small clerical staff and from that time until March 1981 (when this service was discontinued) verged on schizophrenia in an attempt to act as consultant to school boards and individual schools which were trying to establish libraries, and to continue and expand the services of the Teachers' Library. There were some advantages to this two-part position -- the collection could be used as a teaching tool to show the types of books which should be part of a good school library collection, and a percentage of the budget would be allotted to building up an extensive collection of print and non-print materials related to school library development and organization.

However, for the next 10 years things moved very slowly. With government approval in 1970 of Regulations which made both operational (annual) and capital costs for school libraries eligible for grants under the Foundation Program, and in 1972 with a Regulation to provide cost-sharing for salaries for school librarians, the picture began to change. School boards were now given an incentive to provide library space, purchase more adequate collections, and hire qualified staff. The provincial Supervisor, who was responsible for approving grant applications, could now give some firm guidance in collection building. Over the next few years, there was a surge in school library development around the province. Then in 1976, budgetary restraints and reduction of the cost-shared grants for school library materials struck a blow at the still delicate school library growth. Although many boards and individual schools continued to try to initiate and build library services, stagnation and deterioration began to set in in many areas and morale among school librarians was very low.

In 1972, the Nova Scotia School Library Association, a special association within the Nova Scotia Teachers Union, was formed and with the support of the parent body added the strength of its membership to the fight to establish school libraries throughout the province. Resolutions re funding, status of school librarians, policy, etc. were sent regularly to the Minister of Education. Some requests brought results, others did not. Progress was slow. In August 1976, a Ministerial Task Force on Libraries was established, but the original members of the group were interested only in the regional public libraries. A strong presentation to the Minister by the N.S. Teachers Union resulted in two members of NSSLA being added to the Task Force. By the time this group presented its report in May 1978, it was quite obvious to everyone concerned that a Task Force dealing solely with school libraries was needed, and so in June 1979 the Minister's Task Force on School Libraries was appointed. Its membership included school librarians from several levels, teachers, Department of Education representatives, a member of the N.S. School Boards Association and a regional librarian. As a result of the Report of this Task Force, March 1981, the Department of Education issued in September 1983 its first official statement in support of school libraries. Also as a result of this Report, the NSSLA at its annual conference, October 1984, appointed a committee to develop practical standards and guidelines for school libraries in Nova Scotia. This committee hopes to have the first draft of its report ready in the near future. [The final draft has now been accepted by the membership of NSSLA and is being published for distribution to non-members].

During the same month as the Minister's Task Force on School Libraries issued its report, the Walker Commission on Public Education Finance issued its document. Although the few statements related to school library matters contained in this second report were of little support in the ongoing struggle for school library development, one result of the report proved to be extremely useful. Up until this time, there were 72 public school boards in Nova Scotia, some responsible for a very small number of schools. As cost-shared grants were based on school enrolment, many of these boards were operating with limited budgets, especially for library purposes. The Walker Report caused a restructuring of the province into 21 school districts, providing each district with a larger enrolment on which to base its budgeting. However at the same time the Foundation Program, with its system of cost-shared grants, was discontinued and district boards began operating under "global budgeting" (an overall amount allotted by the Department of Education -- how it is spent determined by the individual boards, within the Education Act and Regulations).

With the cost-shared operational grant for school libraries no longer in existence, it was feared that many boards would neglect this facet of the school program. However, most superintendents of these new, larger school systems seemed to be aware of the need for library materials, declining enrolments were freeing classrooms which could be converted into library quarters, and parents in many areas were becoming quite vocal about the lack of proper libraries to support their children's learning. In many cases, when a number of smaller school boards became part of a larger district, they brought with them the remains of their current budgets. These funds were placed in a "surplus" account and could only be spent with the permission of the Minister of Education. Consequently, serious thought was given to projects which might receive the Minister's approval. In a number of districts a large percentage of this "surplus" was spent to improve and upgrade library rooms and collections in their schools. Although this was a "one shot" deal, it did serve to improve the image of the library within schools and communities. Most boards are continuing to allot specific funds for library purposes although amounts vary from district to district and are not adequate in most. The majority of schools organize a variety of fund-raising activities during the year to supplement their library budgets; parent-teacher groups are particularly supportive in this regard.

The Minister's Task Force on School Libraries had stressed the need for the development of school library services at the district level, so it was hoped that the new school boards would begin to plan toward that end. Four of the larger boards already employed a Supervisor of School Libraries which had resulted, to one degree or another, in better planning and coordination of library service, better use of funds and personnel, etc. Unfortunately, along with the changes just mentioned came budgetary restraints at both the Department of Education and the school board level, including a moratorium on the creation of new positions, so that a number of boards which would like to hire a Supervisor of Libraries have not been able to do so to date. [As of September 1987, another district will employ a librarian who will work ½ time in a high school library, ½ time as Supervisor of Libraries.]

At the same time, these boards were eager to do something about the school library situation in their areas, so calls for help came thick and fast to the provincial Coordinator of School Libraries. Boards were encouraged to set up Library Planning and Development Committees to assess 1. where they were, 2. where they wanted to be, and 3. how they planned to get there. Information packets, compiled from the Coordinator's files, were provided on request to help get things started. As the various district committees developed policy statements, plans of action, etc. they very generously shared their work with committees which were just getting started, so there is a basic consistency in library planning from district to district, plus a number of differences due to size of district, geography, library situation prior to formation of the district, economic resources, etc. A series of Department of Education Surveys of new districts (with the Coordinator of School Libraries as part of the team) have helped to emphasize the need for improved library services to support the overall school program.

Although each school district has a nucleus of qualified school librarians, budgetary restraints have prevented most district boards from hiring the number of librarians they need. The school librarians who do exist are of extremely high calibre, willing to cooperate with one another and to share their expertise with teachers and parent volunteers who give as much time as they can to the libraries in their schools. The Dalhousie School of Library Service [recently changed to the School of Library and Information Studies] offers some courses in school librarianship on a fairly regular basis both during its school year and the summer months. The Nova Scotia Teachers College, Truro, has offered from time to time an excellent summer program for media resource specialists, and the provincial Coordinator of School Libraries, the existing district Supervisors of School Libraries, and numerous individual school librarians participate frequently in in-service training sessions for various levels of school library personnel.

To clarify where "school libraries" fit at present within the Department of Education framework: In 1971, within the Program division, an umbrella section entitled Cultural Services brought together the Provincial Library (incl. the Supervisor of School Libraries), Nova Scotia Museums, and Audio-Visual Services. In 1978, the umbrella was changed to Education Resource Services (A-V Services changed to Education Media Services) and in 1980, the Supervisor of School Libraries became Coordinator. The Provincial Library and Education Media Services share quarters and some staff and are able to make use of each other's various resources. Delegates to IASL '86 may be interested in visiting this facility.

Shirley Coulter is Coordinator, School Libraries, for Nova Scotia,
Director (N.A.) IASL Board, and
Chairperson, IASL Conference '86

PRE-CONFERENCE STUDY TOUR JULY 19 - 24, 1986.

A Summary

The fates were kind as the pre-conference Study Tour took place during one of the few briefs spells of fine weather seen in Nova Scotia in the Summer of '86.

46 delegates departed from the Holiday Inn, Dartmouth, around 6:00 a.m., Saturday, July 19. Due to airline schedules, some had had little or no sleep but all were in a good frame of mind as they settled in for the drive to Caribou, Pictou County, to board the ferry to Wood Island, Prince Edward Island. After a very pleasant crossing to "The Island", a short drive through rolling countryside to Charlottetown and a quick lunch, the group enjoyed an excellent matinee performance of the famous musical version of "Anne of Green Gables". That evening a short drive brought them to New Glasgow where they were joined by Judy Davies, president of the P.E.I. School Library Association, Don Scott, Provincial Librarian and his wife, and the Honourable Betty Brown, Minister of Education for P.E.I., for an informal lobster supper.

Except for three Western Canadians and one Nova Scotian(the tour organizer), the tour group was made up of representatives from many countries including Northern Ireland, Wales, Norway, West Germany, Bermuda, Jamaica, Japan, Australia, and 32 U.S. states, including Hawaii. For this reason, it was arranged that liberal doses of Canadian and Nova Scotian history and culture would be administered along the way, beginning with a visit to Province House, Charlottetown, where Canada was born, and continuing to include the Anne of Green Gables Museum then back to Nova Scotia to visit the restored MacPherson's Mill, Pictou County; the Alexander Graham Bell Museum, Baddeck; Fortress Louisbourg; the Miners' Museum, Glace Bay; and the Highland Village, Iona.

As this was a "study" tour, visits were made to libraries in several Westville schools, as well as East Pictou Rural High School, in Pictou County; Memorial Junior High School, Whitney Pier, Sydney; St. Anne Elementary School, Glace Bay; the combined school-public library at the Strait Area Education/Recreation Centre, Port Hawkesbury; and the Dr. J.H. Gillis Regional High School, Antigonish. Visits were also made to the University College of Cape Breton, including the Beaton Institute, and the Resource Centre, Nova Scotia Teachers College, Truro. While in Antigonish, the group also visited the Coady International Institute to hear of the work done there with Third World countries, and to enjoy coffee and conversation with 60 summer students from various of these countries.

Food is important on these strenuous tours to keep body and mind functioning well, and this group enjoyed not only the lobster in P.E.I. and Antigonish, but homemade muffins and tea served by the local Women's Institute at MacPherson's Mill, lunch at Miners' Village, Glace Bay, a hearty 18th century-style dinner at Fortress Louisbourg, wine & cheese & fruit at the College of Cape Breton (courtesy of the C.B. District School Board), and a delicious homemade breakfast prepared and served by the library staff at the Dr. J.H. Gillis Regional High School, Antigonish. As a fitting welcome to Halifax, on July 25 the Halifax District School Board/School Library Department treated the tour group, plus 15 "early bird" delegates to buffet supper at the Halifax Teachers Resource Centre.

CONFERENCE PROGRAMME

Sunday, July 27: 2:00 p.m. Registration desk opens in the Green Room, Student Union Bldg., Dalhousie University. (Registration desk will be open all through the Conference)

Delegates are invited to visit the CHILDREN'S BOOKMOBILE, Dartmouth Regional Library, which will be parked outside the Student Union Building during the afternoon.

7:15 p.m. Mini-pipe band concert featuring members of the Halifax Police Association Pipe Band. Student Union Building.

8:00 p.m. Slide presentation on National Historic Parks by Douglas Davidge, Parks Canada

Followed by refreshments

Location: Green Room, Student Union

Monday, July 28: 8:30 a.m.: Registration desk opens.

9:00 a.m.: Halifax Town Crier calls the delegates to the McInnes Room, Student Union Bldg. for

OPENING CEREMONIES

Welcome to Halifax by His Worship, Mayor Ron Wallace

Official Opening of IASL Conference '86 by the Honourable T.J. McInnis, Minister of Education, Nova Scotia

10:00 a.m. Refreshments

10:30 a.m. FIRST KEYNOTE SPEAKER

Dr. Ann Naumann : The Library as a Window on the World: School Librarians & Cultural Pluralism

11:15 a.m. Greetings from Representatives of:

WCOTP -- R.G. Fredericks

IFLA --- Anne Galler

Followed by the first session of the ASSEMBLY OF ASSOCIATIONS (open session)

12:00 noon - 1:00 p.m. Lunch in Cafeteria, Student Union Bldg.

1:00 p.m. - 2:00 p.m. Committee Meetings - several locations

ASSEMBLY OF ASSOCIATIONS (closed session)

2:15 p.m. SECOND KEYNOTE SPEAKER

Anne Galler : The School Library & the World of the Community: Other Libraries & Institutions

3:00 p.m. Refreshments

3:30 p.m. ASSEMBLY OF ASSOCIATIONS (open session)

6:30 p.m. Cash Bar (Sherriff Hall dining room)

7:00 p.m. CONFERENCE DINNER

Sponsored by Province of Nova Scotia

Speaker: G.J. McCarthy, Deputy Minister of Education - The Order of the Good Time

Head table guests included Dr. John Savage, Mayor of Dartmouth & Mrs. Savage, R.G. Fredericks, WCOTP

Tuesday, July 29: 8:30 a.m. Registration desk opens.

9:15 a.m. - 10:15 a.m. WORKSHOPS

THEME DAY: Window on the world of authors and their books

1. CANADIAN STORIES & SONGS; a read-aloud program. Ideas for P-3.

   Presenter: Marie Bowers, Bridgewater, N.S.

   Introduction: Shirley Coulter

   Room 316, Student Union

2. THE CHANGING FACE OF CHILDREN'S BOOK PUBLISHING; business practices, censorship, the responsibilities of authors to the needs of children.

   Presenter: Lois Myller, Putnam Junior Books, New York

   Introduction: Judith Higgins

   Council Chambers, Student Union

3. NATIONAL LIBRARY OF CANADA: SERVICES TO SCHOOL LIBRARIES

   Presenter: Gwynneth Evans, Director, External Relations, National Library of Canada

   Introduction: Margaret Ross

   Room 302 - Greywood Multipurpose Room

4. STUDENT/TEACHER/LIBRARIAN COOPERATION BUILDS HIGH SCHOOL ASIAN LITERATURE CURRICULUM.

   Presenter: Howard Hall, Balboa, CA.

   Introduction: Betty Korpela

   Room 410-412, Student Union

10:15 a.m. Refreshments

10:45 a.m. - 11:45 a.m. WORKSHOPS

1. CANADIAN AWARD BOOKS FOR CHILDREN.

   Presenter: Linda Pearse, Head, Children's Services, Dartmouth Regional Library

   Introduction: S.Coulter

   Room 316, Student Union

2. JAMAICA THROUGH THE EYES OF SOME OF ITS WRITERS FOR CHILDREN.

   Presenter: Cherrell Robinson, Dept. of Library Studies, Univ. of the West Indies, Kingston

   Introduction: Katie Mungo

   Council Chambers, Student Union

3. NOT IN FRONT OF THE CHILDREN: THE CHANGING CONTENT OF FICTION FOR YOUNG PEOPLE.

   Presenter: Anne Taylor, N.Ireland

   Introduction: Valerie Downes

   Greywood Multi-purpose Room, Student Union

4. THE TRANSLATION OF CANADIAN CHILDREN'S BOOKS

   Presenter: Andre Gagnon, Head, Children's Services, Regina Public Library

   Introduction: Shirley Wright

   Room 410-412, Student Union

12:00 noon - 2:30 p.m. "LUNCH WITH NOVA SCOTIA WRITERS"

Sherriff Hall dining room

Guest of honour: Dr. Helen Creighton, folklorist

Entertainment: Clary Croft, folksinger

DISPLAY & SALE OF BOOKS BY NOVA SCOTIA AUTHORS
Courtesy of Pair of Trindles Bookshop
SALE OF RECORDINGS BY CLARY CROFT - Courtesy of Halifax Folklore Centre

2:45 p.m. - 3:45 p.m. WORKSHOPS

1. CANADIAN STORIES & SONGS; a read-aloud program; ideas for P-3. (repeat session)

   Presenter: Marie Bowers

   Introduction: Ruth Waldrop

   Room 316, Student Union

2. PROVISION OF READING MATERIALS & LEARNING RESOURCES TO RURAL SCHOOLS.

   Presenter: Nelson Rodriguez Trujillo
   Director, School Library Program
   Banco del Libro, Caracas,
   Venezuela

   Introduction: Jean Lowrie

   Room 410-412, Student Union

3. THE CHANGING FACE OF CHILDREN'S BOOK PUBLISHING (repeat session)

   Presenter: Lois Myller

   Introduction: Crystal McNally

   Council Chamber, Student Union

4. USE OF RESOURCE PEOPLE IN GENERATING RESOURCES FOR LEARNING IN NIGERIAN SCHOOLS.

   Presenter: David Elaturoti, Abadina Media
   Resource Centre, Ibadan, Nigeria

   Room 302 - Greywood Multipurpose Room, S.U.B.

4:00 p.m. - 6:00 p.m. CANADIAN BOOK INFORMATION CENTRE, KILLAM LIBRARY
DALHOUSIE UNIVERSITY

Readings by two Nova Scotia authors:

Joyce Barkhouse
Lesley Choyce

Reception

EVENING FREE

Wednesday, July 30 TOUR DAY !!! .

Buses leave at 9:00 a.m.

1. South Shore & Bridgewater
2. Annapolis Valley
3. Eastern Shore

Buses leave at 9:30 a.m.

4. South End Halifax
5. Centre City and North End Halifax
6. Spryfield & South End Halifax
7. Dartmouth

You will be back at Sherriff Hall around 4:30 - 5:00 p.m.
EVENING FREE.

Thursday, July 31 8:30 a.m. Registration desk opens.

9:15 a.m. - 10:15 a.m. WORKSHOPS

Room 410-412, S.U.B.

1. CREATING, CONDUCTING & IMPLEMENTING A VITAL, VERSATILE, VOLUNTEER PROGRAM FOR SCHOOL PROGRAMS & LIBRARY-MEDIA CENTERS.

   Presenter: Sharon Prescher, Riyadh, Saudi Arabia

Room 316,S.U.B.

2. THE LIBRARY & PUBLIC PROGRAMS.

   Presenter: Sandra Hodges Gamal, Cairo, Egypt

Greywood Multi-purpose Room

3. SCHOOL LIBRARIES IN CANADA - SOME HIGHLIGHTS.

   Presenter: Susan Traill, President, CSLA

   Introduction: John Wright

10:15 a.m. Refreshments

10:45 a.m. - 11:45 a.m. WORKSHOPS

1. READING SUPPORT PROGRAM TO HALIFAX SCHOOLS.

   Presenters: Mary Jane Parsons and Susan Terrio, Halifax City Regional Library

Introduction: Hope Bridgewater, Coordinator, Children's & YA Services, HCRL

Room 316, S.U.B.

2. THE VERTICAL FILE: A CLASS PROJECT - A LIBRARY RESOURCE

Presenter: Margaret Crocker, Vice-Principal, Shatford Memorial School, Halifax County

Room 410-412, S.U.B.

3. IMPLEMENTING SCHOOL LIBRARY POLICY - GETTING TEACHERS INVOLVED.

Presenter: Ann Cody, Supervisor, School Libraries, Roman Catholic School Board, St. John's, Nfld.

Greywood Multi-purpose Room

Introduction: Ruth Cady

12:00 noon - 1:30 p.m. LUNCH IN CAFETERIA, S.U.B.

1:30 p.m. - 2:30 p.m. WORKSHOPS

THEME DAY: Window on the world of the classroom and the community

1. THE MUSEUM & THE SCHOOL.

Presenter: Debbie Burleson, N.S. Museum

Room 316, Student Union

2. LIBRARY LOOPHOLES: BETTERING TEACHER-MADE LIBRARY TASKS.

Presenter: Van Wilkinson, Dean of Students
Victor Valley High School,
Victorville, CA

Room 410-412, Student Union

3. ACADEMIC CREDIT FOR STUDENT LIBRARY MEDIA CENTER AIDES.

Presenters: Wanda F. Jones & Barbara J. McKinney, Pulaski County Special School District, Little Rock, Arkansas

Greywood Multipurpose Room, Student Union

2:30 p.m. - 4:30 p.m. ANNUAL GENERAL MEETING, IASL

Green Room, Student Union Bldg.

(Non-members may attend as non-voting observers)

6:00 p.m. Buses will leave Sherriff Hall to travel to the Black Cultural Centre, Dartmouth, for

Refreshments, tour of the Centre, entertainment by Sonlight, a group of young people from the local Black community. This will be followed by the annual "IASL Birthday Bash" when volunteers from conference delegates will entertain with music and merriment.

Friday, August 1 8:30 a.m. Registration desk opens.

9:00 a.m. - 10:30 a.m. WORKSHOPS

1. GETTING YOUR ACT TOGETHER: NETWORKING USING UTLAS.

   Presenters: Judith Higgins & Arlene Wood, Westchester County, N.Y.

   Council Chamber, Student Union

2. OUTREACH TO THE CLASSROOM: TEAM TEACHING LIBRARY SKILLS

   Presenters: Ed Barth & Alice Nelsen, Prince George's County Public Schools, Maryland

   Room 410-412, Student Union

3. MULTICULTURAL EDUCATION & THE LIBRARY RESOURCE CENTRE.

   Presenters: Glenda Redden & Bernard Hart, N.S. Department of Education

   Greywood Multipurpose Room, S.U.B.

4. VOLUNTEERS WORK!

   Presenter: Catherine C. O'Hara, Middlebrook School Library, Wilton, Connecticut

   Room 316, Student Union

10:30 a.m. Refreshments

11:00 a.m. Videos of IASL CONFERENCE '85, JAMAICA

Greywood Multipurpose Room, Student Union

12:15 p.m. FINAL LUNCH Sherriff Hall diningroom

TOUR TO PEGGY'S COVE FOR THOSE WHO BOOKED

OFFICIAL OPENING OF THE 15TH ANNUAL CONFERENCE, IASL

by The Honourable Thomas J. McInnis, Minister of Education
for the Province of Nova Scotia

Mr. President, distinguished guests, delegates, ladies & gentlemen:

It's a great pleasure welcoming delegates from at least 18 countries, including 25 American states and nearly all 10 provinces and 2 territories of Canada, to this convention of the International Association of School Librarianship being held in Halifax.

This summer in particular, many people are discovering or rediscovering the attractions of Nova Scotia as a vacation destination. Many North Americans are a little nervous about travelling to some other parts of the world. You may have noticed that for the first time ever, people are beginning to look like their passport photos.

Terrorists have created an interesting situation - for the first time in history, millions of North Americans will be driving on crowded highways, sandwiched in between eighteen-wheeler semis, to get to New York City where they'll ride the subways and walk through Central Park -- because they feel it wouldn't be safe to vacation in Europe!

Now that you are here, you will discover that Nova Scotia is one of the most peaceful, relaxed, tension-free places on this planet. The subject that is most likely to cause tempers to rise around here is the Micmac Rotary.

In Nova Scotia, you are relatively safe.

Many people, even people who have never visited our province, already know about our coastline, our beaches, our fishing villages, our valleys, our rolling scenery, our hospitality. You see -- it's hard to talk about Nova Scotia and not sound like a tourist ad!

But you might be surprised, if you don't already know Halifax or haven't visited it recently, to discover how much the Metropolitan area has grown and developed. Anyone who last saw downtown Halifax twenty years ago would find it almost unrecognizable today except for some familiar landmarks like Province House or St. Paul's Church.

I know that this will not be just a vacation for you. Delegates to this convention will have searching discussions and presentations about the role of the library in the school system. Libraries are a most important part of any educational system or program. Over the years, libraries have assumed a greater importance in schools and in the school program. There are good reasons for this. School programs rely more on individual projects, research and learning. We are far removed from the day of the textbook. Educators today understand that their primary task is to teach students how to continue learning on their own.

School library services and programs have evolved in Nova Scotia in what I understand is a rather unusual way. The public library system in this province comes under the jurisdiction of the Department of Education. The Coordinator of School Libraries is a part of the Provincial Library; that is, the same organization that advises and provides technical support to the eleven regional public library systems in Nova Scotia.

This means that in Nova Scotia, school libraries and library people have the benefit of professional library services and technical assistance from the Provincial Library Services. It makes possible a close relationship between the school library and the public library, and also between the school itself and the public library.

We have now in Nova Scotia an excellent nucleus of personnel in the schools who are committed to promoting the role of libraries in the school. We also have a framework of policies both by the Province and by local boards to encourage the development of school libraries, and promote the use of public libraries by schools, their students and teachers.

Several years ago, we had a Task Force study of school libraries. In 1983, the Department of Education issued a policy statement, which is now a part of our official curriculum handbook, affirming the role of school libraries in public education.

At the same time, a development was taking place in Nova Scotia education that has been a boon for school library service as well as for many other aspects of public education in this Province. This was the formation of District School Boards covering, for the most part, county-wide areas. This has made it much easier for school systems to hire specialists of many kinds, including librarians. There is now a core of professional school librarians in every district in Nova Scotia. Many of these Districts have established, or are in the process of establishing, policies and programs on libraries. School Districts are now able to plan library service in a way that was not possible before.

Having people and policies means that we can make progress in providing school libraries even in times of fiscal restraint. I don't want to go into a song and dance about that subject; most of you must be facing the same problem -- and it is a real problem. But when you have people and policies, you can have planning - you can make the most of the resources that you do have and you can get a great deal done.

In Nova Scotia, in addition to a very extensive university library system, we have a number of different sources of information for researchers, students, their teachers and others. Let me mention a few of them to you.

The Black Cultural Centre, near Dartmouth, promotes the interests and displays the achievements of the Nova Scotia Black community, one of the longest established Black communities in Canada, and one of the largest in proportion to the total population of our Province.

The International Education Centre, at Saint Mary's University in Halifax, concerns itself with Third World development and international issues.

The Beaton Institute, at the University College of Cape Breton in Sydney, also concerns itself with international and Third World issues as well as with the history of Cape Breton itself.

The Coady Institute, at Saint Francis Xavier University in Antigonish, trains visiting students from many parts of the world in the cooperative and self-help principles of the Antigonish Movement, which was launched in Nova Scotia in the years between the two World Wars.

Mount Saint Vincent University,in Halifax, has a Centre for Women's Studies associated with an endowed Chair in Women's Studies.

A mention of such centres will certainly bring to your minds the theme of your conference this year -- School Libraries: Windows on the World. And indeed, for most students and for most of us later on in life, the library - whatever its form and whatever its size - does open up more windows on the world than almost any other institution.

Today, libraries are repositories of information from all sources; the bound book to be sure with its unique advantages and human appeal, but also the many other forms of information storage and retrieval that modern technology has given us and that librarians are eager to use. We know that computers are making great inroads into many areas of life. I know that librarians are making particularly good use of computers.

But computers still have their limitations; for example, they haven't quite taken over translation. There is the computer that translated the English proverb "Out of sight, out of mind" into Russian. The Russian read "Invisible idiot". Then there was the translation of "The spirit is willing but the flesh is weak." That came out in Russian as follows: "The vodka is strong but the meat is rotten".

Libraries are places where we can research the questions that most concern us, from baseball averages to the most awesome matters involving the meaning of life. There was a chimpanzee in a library one day with the Bible and Charles Darwin's Origin of Species in front of him. When asked what he was doing, he replied, "I'm trying to find out if I am my brother's keeper or my keeper's brother."

I'm very sure that over the next several days, you will make many discoveries --- about the role of school libraries; about the relationship between schools and libraries; about the various education and library systems in other parts of the world; about education and libraries in Nova Scotia; about our diverse and beautiful Province itself. You will have much to learn and even more to enjoy.

Best wishes for an enjoyable and profitable conference.

> ' The first thing, I believe, for mankind, is education. Whenever anyone does the beginning of anything correctly, it is also likely that the end will be right. As one sows, so can one expect to reap. If in a young body one sows a noble education, this lives and flourishes through the whole of its life and neither rain nor drought destroy it.'
>
> Antiphon

THE LIBRARY AS A WINDOW ON THE WORLD: SCHOOL LIBRARIANS AND CULTURAL PLURALISM

by Ann K. Nauman

School librarians today, especially those in the southern and western portions of the United States, are discovering that there have been radical changes in the ethnic backgrounds of the students using their facilities and materials. Hundreds of Vietnamese children have joined those from embattled and poverty-stricken Central American countries, and the equally deprived, patois-speaking Haitians.

Our historical heritage in the United States has, from the beginning, been firmly rooted in the "melting pot" concept - the idea that everyone had to conform in order to succeed. All educational and social efforts were directed, both officially and unofficially, toward the assimilation and "Americanization" of the foreign immigrant and his family. Nationalist elements demanded that everyone conform to the prevailing "Anglo-Saxon" norms of speech, dress, religion, and to other cultural patterns. Thirty years ago, in my own state of Louisiana, descendants of French-speaking Nova Scotians, the Acadiens or "Cajuns" as they are called there, were punished for speaking French, their mother tongue, in school. One of my colleagues, born to Acadian French parents in Lafayette, Louisiana, tells of spending his free time at home writing pages of lines: "I must not speak French in school," so that when he was caught conversing in that forbidden language with his friends on the school grounds, he could have the penalty ready to hand in to his teacher. Books for children reflected this bias. Non-Anglo cultural influences were either ignored or belittled. Foreign national characteristics became unflattering and often ludicrous stereotypes: the lazy Mexican sleeping under a tree; fat, ignorant Negro mammies; enigmatic, opium-drugged Chinese; etc.

In the 1950's and 1960's, people began to realize that ethnic differences were not going to be eliminated; that the country was no closer to achieving a single national culture than it was in the 1920's. Unfortunately, children's literature did not immediately begin to reflect that awareness. Heroes of juvenile books continued to be, for the most part, WASPs (white, Anglo-Saxon, Protestants) with minorities relegated to supporting roles, still within the framework of established cultural stereotypes.

In the 1960's, which was a decade of action and awareness worldwide, emphasis shifted from conformity to a pre-imposed set of norms, to stress upon diversity and what came to be called "cultural pluralism". The American Association of Colleges of Teacher Education defined cultural pluralism in a 1972 article as follows:

> To endorse cultural pluralism is to endorse the principle that there is no one model American... (and) is to understand and appreciate the differences that exist among the nation's citizens. It is to see these differences as a positive force. It is a concept that aims toward a heightened sense of being and of wholeness of the entire society based on the unique strengths of each of its parts. (No one model American: a statement of multicultural education. AACTE, 1972, p.9)

Also during this period, the Civil Rights movement gathered strength while, at the same time, the aftermath of the Cuban Revolution sent great numbers of non-English-speaking individuals into the United States. The children of those who were affected by those events poured into public schools in Florida and other southern states. We, as teachers and librarians, were suddenly and forcefully made aware of the fact that the needs of whole groups of children were not being adequately met by our methods and resources.

The 1972 Supreme Court decision in the Lau vs Nichols case mandated that the schools had to take steps to help students who, in the Court's words, "Are certain to find their classroom experiences wholly incomprehensible because of a lack of facility with the English language."

The result was massive Congressional appropriations for the Bilingual Education Program - up to $139.4 million in 1984 alone which, along with state monies, funded bilingual teaching projects for more than sixty language groups. The ramifications for school librarians were awesome. They were faced, literally, with dozens of book-hungry little children whose families often could not afford that great reading substitute, television. Over-strained book budgets would not stretch to cover expensive imported foreign-language materials, even if sources for them could be located. The next best thing was to try to find books which treated ethnic minorities fairly and realistically and this only after breaking the bonds of ingrained racism and prejudice so prevalent in the United States prior to the Supreme Court decisions of the late 1960's and early 1970's. In some cases, as bigotry dies hard and cannot be legislated away, change had to wait for the retirement of some of the old-line hold-outs.

One of the better and more pragmatic solutions to librarians' problems in this area has been offered by the Council on Interracial Books for Children, based in New York but operating world-wide, which regularly evaluates children's materials, trade books, texts, and other education resources.

A major concern of school librarians during the early period of ethnic awareness was whether their obligation to provide books and materials for limited language ability children extended to the point of securing not only those materials providing either a positive or at least not a negative portrayal of minority cultures, but also of providing adequate materials in the representative languages, languages with which many (probably most!) U.S. librarians were unfamiliar: Spanish, French, Italian, Hungarian, Vietnamese, Japanese, Thai, Chinese, Iranian, Laotian, to mention just a few.

Book publishers, being the cost-conscious, cautious business people they are, were loath to leap too quickly into something which looked, at first glance, like an extremely lucrative new market; but with federal tax changes and political inconsistencies, something which could have very quickly turned into a financial disaster. They were uncertain of the extent and permanence of the market so they waited to see what would develop.

Then there were those who immediately leaped on the bandwagon and began to produce low quality, superficially researched, and often even poorly written books which at best were patronizing and mediocre, and at worst, over-priced trash. It fell to school librarians to respond to demands which were becoming more and more insistent and to make decisions based upon nothing more than "gut feelings." Great sums of bilingual grant money were poured into colleges and universities for teacher training. Librarians were, for the most part, ignored.

Where does that leave us today? We in higher education must accept our expanded responsibility for the training of school librarians for the cultural pluralism they encounter in the 1980's. We must encourage the open, inquiring mind and give our students the bases for assessing the appropriateness and usefulness of materials for children. We must encourage them to look for the elimination of racism, sexism, and cultural bias from all material used by children in our schools. We must provide librarians with criteria for book selection including such concepts as the following:

1. Authentic cultural perspective.
2. Reflection of differences in lifestyle, socio-economic level, interests, and abilities.
3. Characters which represent positions in society apart from and uninfluenced by their ethnic heritage.
4. Variety in geographic location of minority groups.
5. Language which reflects the linguistic richness of the culture portrayed, with dialect used only as a positive differentiating mechanism, and not in any way demeaning or insulting to the characters who use it.
6. History accurately depicted, with differing viewpoints made available for discussion and comparison.
7. Perceptive and experienced authors with good credentials.
8. And last, but far from least, accurate illustrations which truthfully depict the ethnic qualities of the characters and ones which avoid stereotypes, tokenism, and demeaning implications.

One textbook author aptly summed up the aims of children's literature designed to reflect cultural pluralism:

> Members of a particular group should be able to see themselves mirrored in literature with as many facets of their heritage as possible presented and developed. This can occur only if the shelves of a classroom, home, or library contain many books about many heritages. (Rudman, 1984, p.162)

We as school librarians must confront our responsibilities head on. We must develop an acute awareness of the needs of children whose faces, languages, and beliefs may be radically different from our own. We must help them develop and retain a healthy respect for and great pride in their uniqueness while, at the same time, helping them to adjust to a very different culture and environment. We, too, can learn from these children -- they may very well be our "window on the world"!

(Dr. Nauman is on the faculty of the Department of Education, Southeastern Louisiana University, Hammond, LA)

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BRIDGE: ASIAN AMERICAN PERSPECTIVES (Quarterly) 32 E. Broadway, New York, NY 100002.

Chinese Cultural Center. 159 Lexington Ave., New York, NY 10016.

Indochinese Curriculum Center. 601 E. 12th St., Kansas City, Missouri 64106.

Indochinese Education Service Center. 500 S. Sawyer Ave., Arlington Heights, IL 60005.

Indochinese Materials Center. U. S. Department of Education, 324 E. 11th St., Kansas City, Missouri 64106.

Japanese American Curriculum Project. P. O. Box 367, 414 E. Third Ave., San Mateo, CA 94401.

Southeast Asia Resource Center. P. O. Box 4000D, Berkeley, CA 94704.

BLACK

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Association for the Study of Afro-American Life and History, Inc., 1401 14th Street, N.W., Washington, D.C. 20005.

Council on Interracial Books for Children. 1841 Broadway, Room 500, New York, NY 10023.

National Association for the Advancement of Colored People. 186 Remsen St., Brooklyn, NY 11201.

U. S. Committee for UNICEF. 331 East 38th Street, New York, NY 10016.

"CAJUN" FRENCH

Felipe Gustin. CODOFIL, Post Office Box 3936, Lafayette, LA 70504.

HISPANIC

Iaconi Book Imports. 300 Pennsylvania Ave., San Francisco, CA 94107.

International Book Corporation. 7300 Biscayne Blvd., Miami, FL 33138.

Latin American Studies Association. Sid W. Richardson Hall, University of Texas, Austin, TX 78712.

National Puerto Rican Coalition. 701 N. Fairfax St., Suite 310, Alexandria, VA 22314.

Organization of American States (OAS) General Secretariat, Washington, D.C. 20006.

Proyecto de Libros en Espanol. P.O. Box 806, Pharr, TX 78577.

Third World Cinema. Tricontinental Film Center. P.O. Box 4430, Berkeley, CA 94704.

United Nations. Films and TV Distribution Officer. New York, NY 10017.

United States Department of Health, Education and Welfare. 330 Independence Ave., S.W., Washington, D.C. 20201.

United States Information Agency. 1750 Pennsylvania Ave., N.W., Washington, D.C. 20547.

JEWISH

Anti-Defamation League, B'Nai B'Rith. 823 United Nations Plaza, New York, NY 10017.

NATIVE AMERICANS

American Indian Historical Society. 1451 Masonic Ave., San Francisco, CA 94117.

National Congress of American Indians. 202 E. Street, N.E., Washington, D.C. 20002.

CRITERIA FOR EVALUATING CHILDREN'S AND YOUNG ADULT BOOKS FOR MULTICULTURAL COLLECTIONS

RELEVANCY

1. Is the book relevant to the groups portrayed?
2. Are the main characters appropriate to the group?
3. Are the characters presented as foreigners rather than part of the culture as a whole?

AUTHENTICITY

1. Is the book authentic from the group's perspective?
2. What are the qualifications of the author?
3. Does the book compare the smaller group's culture with Anglo culture?

RACIST STEREOTYPES

1. Are the people, relationships, and culture stereotyped in a racist manner?
2. Are the illustrations of face, figure and/or setting stereotyped?
3. Are the clothes, appearance, speech, manners, etc. described in ways which lead to generalizations about the minority group?
4. Who in the story are the leaders? Who are the followers? Which are the characters with ideas or initiative?
5. If the story revolves around some kind of "problem", is the problem peculiar to the individuals portrayed or is it posed as being common to the minority group?

SEXIST STEREOTYPES

1. Are the roles of women stereotyped in a sexist manner?
2. Are females in the book merely part of the background for the important action of the males?
3. If females play significant roles, are they other than the usual stereotypes: patient mother, the pretty, admiring girlfriend, etc.?

LANGUAGE

1. Do the language and dialogue imply a putdown?
2. Is the minority group's language regarded as prestigious?
3. If foreign words and names are used, are they spelled correctly and used appropriately?
4. Is "broken English" used as a device to demean or stereotype the minority group?

HISTORY

1. Are historical data accurate and in political perspective?
2. Do you as a reader or reviewer feel you have an adequate knowledge of the group's history and culture to accurately evaluate the information presented?
3. Are the settings, actions, places, dates, etc. accurate?

RATINGS OR EVALUATION

1. Will young people enjoy this book? Do you consider it to be well-written and well-illustrated?
2. Will the child find positive characters in this book with whom to identify?
3. Would you consider this book to be racist? Non-racist? (A racist book, in some ways, demonstrates the superiority of whites at the expense of third-world peoples and serves to increase or to continue oppression. A non-racist book does not demonstrate white superiority, but neither does it serve in any way to move our present racist society a step toward equality of all people. An anti-racist book takes a step against oppression and toward equality.)
4. Would you consider this book to be sexist? Non-sexist? Anti-sexist? (A sexist book, in some ways, demonstrates the superiority of male over female and serves to continue the oppression of women. A non-sexist book does not demonstrate male superiority, but neither does it serve to move our sexist society toward liberating change. An anti-sexist book takes a step to end oppression and toward the liberation of all people.)

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And it is wonderful that even today with all competition of records, of radio, of television, of motion pictures, the book has kept its precious character. A book is somehow sacred. A dictator can kill and maim people, can sink to any kind of tyranny and only be hated, but when books are burned, the ultimate in tyranny has happened. This we cannot forgive ... People ... automatically believe in books. This is strange but it is so. Messages come from behind the controlled and censored areas of the world and they do not ask for radios, for papers and pamphlets. They invariably ask for books. They believe books when they believe nothing else.

John Steinbeck

GREETINGS FROM WCOTP

Presented by R.G.(Rod) Fredericks

Mr. President, distinguished guests, delegates, ladies and gentlemen:

I am pleased to bring to your 15th annual conference, the greetings of the World Confederation of Organizations of the Teaching Profession. The Secretary-General, Norman Goble, is in Western Canada, in Regina, preparing for the opening, next week, of the WCOTP Assembly and sends his regrets at being unable to be present here in Halifax.

In 1971, in Jamaica, when your organization was formed as the successor to the Specialized School Librarianship of WCOTP, your delegates dealt with topics such as: The Librarian and the Teacher; Stimulating Administrative Support; and Problems of Book Selection for Teenage Reading.

I note that the problem of teenage book selection is still with you, at least with some of your Canadian delegates. The general public has joined in a debate on teenage reading through letters to the editor of the Toronto Globe and Mail, a debate sparked by the action of one Ontario city school board in banning Shakespeare's Merchant of Venice from its high schools. Book selection and censorship are indeed still burning issues here in Canada.

Throughout your fifteen year history, you have dealt with many important topics but with none more important than this year's theme -- The School Library - Window on the World.

It was the 17th century English poet, John Milton, who wrote, "A good book is the precious lifeblood of a master spirit..." While it is extremely important for the student to receive information and knowledge for the adult world he faces when he leaves school, it is the introduction to the "lifeblood of a master spirit" that is of the utmost importance. There can be no nobler task than the one you, the members of the IASL, take on when you bring the student to the window on the world of the great master spirits of all mankind.

Edmund Burke, the 18th century British writer and orator, wrote of society as being a partnership. The IASL is a partnership. In many countries, if not in all, school libraries are integral and central parts of the school systems. Your work as school librarians involves you in a partnership with teachers, students and parents. Burke's words about Society can be applied equally to your organization. He wrote that "... as the ends of such a partnership cannot be obtained in many generations, it becomes a partnership not only between those who are living, but between those who are living, those who are dead, and those who are to be born."

The WCOTP considers the work of the IASL to be of the utmost importance in the education of the youth of the world. WCOTP is proud of the work you are doing in bringing about close collaboration among librarians in all countries and making available a channel for the exchange of ideas, programs, books and other media information. WCOTP greets you and hopes that your 15th annual conference will be crowned with success.

(Mr. Fredericks was leader of the Canadian delegation to WCOTP, Jamaica, 1971)

THE SCHOOL LIBRARY AND THE WORLD OF THE COMMUNITY: OTHER LIBRARIES AND INSTITUTIONS

by Anne M. Galler

Who needs school libraries?

I was rather saddened by a quotation attributed to President Reagan, namely that he attended six elementary schools and one high school and in none of them was there a library. Although he did not say it, he implied the fact that he achieved his position without the help of libraries in schools or for that matter any other libraries.

Unfortunately, I am convinced that if we polled most of our politicians, we would come up with similar answers! And let us not forget that they hold the purse strings.

As school librarians, we know our worth, but does the world? We are conscious of our role as educators yet we manage to keep this a deep, dark secret. Among librarians I feel we are the most valuable, as our children are entrusted to our care from the most tender age. Yet school libraries are kept in low esteem even in the hierarchy of librarianship. In one word: we are isolated. It is time we opened a window on the world.

We may blame the library profession but we are guilty ourselves at not publicizing our role in education, our role in forming future generations, our role in forming future professionals and our role in cooperating with other types of libraries. Maybe we have not done such a good job on politicians either. But Mr. Reagan notwithstanding, we must insist on our place in society. And what better way of doing it but by emphasizing our role vis-a-vis different types of libraries, as I will try to do in this presentation.

As I stand here among you, the elite of international school librarianship, I am pleased and honoured to speak to you about a subject that is close to my heart. While I am sure that much of what I will say is familiar to you, I would like to present some old ideas in a new form, focus on some new windows on the world of librarianship and make you aware of new possibilities for cooperation.

In order that cooperation can take place between two different types of libraries, certain basic conditions have to be fulfilled, such as:

1. the need to share. While the relationship cannot always be totally symbiotic, we do not encourage a parasitic relationship. On the whole, while it is sometimes inevitable that the weak leans on the strong, both parties should profit from the cooperation.

2. common standards. We know that the standards of cataloguing have not always been the same when comparing large academic libraries with school libraries. Yet today with the advent

of computers, derived cataloguing and better training of support personnel, it is much easier to maintain high standards than when we all toiled away in our individual libraries, isolated from each other.

I will not dwell on this point as we have all been, and will no doubt be in the future, subjected to poor bibliographic formats.

3. The third condition is a positive backup from your institution. Administrators have to be made aware that expenses will have to be incurred to ensure fruitful 2-way cooperation, especially if long distances are to be covered. However, a positive approach, pointing to the benefits that will derive for all concerned, will make matters easier.

4. There also has to be a willingness and understanding from the personnel working in the libraries of both participating partners. As in all relationships, a certain amount of give and take has to be encouraged. The large academic library may have to bend a little and the small school library may have to tighten up its procedures somewhat.

Cooperation among libraries of the same type, as well as multitype library cooperation

I am referring to both formal and informal arrangements among libraries; i.e. public library with public library, university with university, school with school. This type of cooperation can take the form of consortia among university libraries, a network among research libraries, or informal cooperation among libraries of the same type. An example of the informal cooperation is practised in Montreal and Toronto, among members of the Special Libraries Association.

For purposes of today's paper, I will treat the question of the so-called multitype library cooperation which, as its name indicates, concerns itself with cooperation among different types of libraries.

In each instance I will approach the question from the point of view of the school library; i.e. the school library and the public library, the school library and the special library, etc.

The most common types of activities that occur in most of these multitype library cooperations are:

interlending
resource sharing
cooperative acquisition
publication

It is imperative that the school library break out of its isolation and assert itself as a genuine member of the family of libraries by starting to participate in as many cooperative ventures as possible, no matter how hard it is; eventually it will benefit the world of school librarianship. The push will not come from the academic or special library; the initiative I am afraid to say will have to come from the school library!

The school library and the public library

This is the oldest relationship, or at least the one more often cited in the literature. Peggy Sullivan says:

> "One of the most serious obstacles to cooperation that I see is the frequent psychological isolation of school librarians who are reluctant or shy about becoming a part of the library community when they know how important it is in terms of their own positions." 1.

As I see it, our first and foremost task is to overcome our shyness, emerge from our isolation and become a full partner in the library world. In order for some type of cooperation to work, all four conditions mentioned before must be present; i.e. need to share, common standards, institutional support, and willingness on the part of the personnel.

The relationship should not, if possible, be imposed by government, be it national, provincial or municipal. For example, the Quebec government has tried for years -- first to put the public library in school libraries, and more recently, school libraries into public libraries. Librarians immediately had their backs up and voiced a resounding NO. If approached more gingerly, maybe everybody would have tried to think more positively and try, at least, to see some good aspect of the question or work out a compromise. The result, of course, is that today neither the school nor the public library is adequately funded by the provincial government. Some of the blame for this must be accepted by librarians for not being more open to new ideas.

Therefore, I am reiterating the fact that cooperation has to be advantageous to both sides -- thus the term I used before - a "symbiotic" relationship. Services can be mounted but must be thoroughly discussed with all parties concerned before being implemented, and all possible difficulties anticipated beforehand.

Of the various areas of cooperation, the most likely to work are cooperative purchasing, resource sharing and interlending.

John Berry, in a 1979 editorial in Library Journal, said:

> "A few years ago, when a high level commission of the State of New York recommended that all library service to children be centralized in the schools, the outcry from public libraries was loud and strong enough to prevent any real action to test the idea.

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1. JoAnn V.Rogers. Libraries and Young Adults: Media Services and Librarianship. Littleton, Colo., Libraries Unlimited, 1979.

> While the combined school and public library has been tried, and has both succeeded and failed in a number of U.S. communities, it has never been accepted by public and school library administrators." 2.

We have to realize also that linking the public/school library in a formal administrative fashion as proposed by governments is quite different from the kind of cooperation we, as school librarians perceive; i.e. interlending, resource sharing, acquisition, publication; all on an informal rather than formal basis. Informal does not mean that rules should not be followed. By informal I mean linkage in every aspect but at the formal administrative level. Formalizing this kind of relationship at the administrative level could create problems and delay implementation, as all parties concerned would worry about their "territorial" rights and become possessive.

Again, I would like to quote John Berry:

> "if school and public librarians don't get together to develop combinations for their services, the citizens and politicians will do it for them. The budget cutters will define the results." 3.

Strong words, but unfortunately borne out by facts.

Another example of successful school/public library cooperation relates to Connecticut libraries and is described in a pamphlet entitled:

Mini Grant Program Between Connecticut's Schools and Libraries.

There were many areas described in this pamphlet where cooperation was found fruitful, especially in some of the newer areas of technology such as:

production of videos

computer access to programs

cataloguing on mini-marc

Some of the more traditional ones in which cooperation was achieved were story-telling, career and health information, AV materials, production and dissemination, etc.

The most positive outcome of this experience was the fact that it proved that cooperation must and does work, with a little encouragement from administrators and the general public. A little funding does not hurt, either.

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2. John Berry. "School/Public Library Service". Library Journal. May 1, 1979. p. 989.
3. _________ same citation as 2.

The school library and special libraries

In fact, the school library is a special library and I personally always look upon it as such! If I may interject a personal note here, I have always considered myself a special librarian and maintained my membership in the SLA throughout my 10 years as a school librarian. Actually, when I transferred to the Education Division of SLA, I discovered,much to my surprise, that SLA does not have too many school librarians as members. Although I have come across a few, members in that Division are mostly librarians from teacher training institutions or universities with Education departments. By the way, this is not a recruiting speech for SLA but I cannot stress enough the fact of how important it is for the school librarian to belong to national and international organizations. I am afraid this is a point I will repeat over and over again!

I guess school librarians tend to stay with the ones they consider their true colleagues -- the educators.

> "The school library is unique from other kinds of libraries in giving its first priority to educational functions." 4.

From this quotation it would appear that many school librarians believe that this is all they have to do -- namely, to serve the educational function of their schools. If I would believe in this narrow interpretation of the role of the school librarian, I would not be here today. Yes, of course, the school library has to serve the educational function of the school, but only the same way as special librarians serve the function of their specialty, for example engineering, electronics, or computer science. But above and beyond that, school librarians have to develop critical thinking in the pupil and what is an easier way than opening up a new world by introducing them to various other libraries, such as university, special, museum or public libraries, in order to broaden their horizons!

There is an interesting difference here that I perceived over the years. Special librarians (and I use the term here in the business library sense) do not hesitate to call on each other for interlibrary loans even if, as is the case in the electronics or the pharmaceutical field, their respective businesses may be in competition with each other. School librarians do this rarely. Special librarians actually prefer to borrow from special librarians serving companies of equal or similar size and only rarely go to the larger institutions in their community.

A list of priorities for a special library for borrowing could constitute first a special, then a public, and only as a last resource, the academic library.

School libraries, I regret to say, have only recently started to network to do interlibrary loan; in one word, to come out of their isolation.

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4. Mieko Nagakura. "Attitudes of School Librarians Towards Networking and Teacher Utilization: A Comparative Study of 10 Countries". Emergency Librarian, v.10, no.5, pp. 11-14.

Museum library and school library relationship

Although the role of the library in the museum setting is somewhat different from the school library, a study conducted in 1976 reported that libraries in museums are held in low esteem, are not well supported by the administration, and that they are also underutilized. 5. Do you perceive a similarity here between the school and the museum library?

One should not assume that all museums have libraries the same way that it cannot be assumed that all schools have libraries -- certainly not in smaller communities and rural areas. This is another problem when considering cooperation: lack of adequate staffing. This is much more a problem in the museum and school library than elsewhere.

As a consequence of this underfunding, lack of personnel and low budgets, it is difficult to see the museum library as a dynamic centre of activity, welcoming school children for research, allowing books to go out on interlibrary loan, etc. But it can and must be done.

A good example of this is the library in the Montreal Museum of Fine Arts, which was in danger of being closed completely a few years ago, with the idea of dispersing its collection. Luckily, some of the university libraries in the area came to the rescue and put pressure on the Museum to maintain its library. While Concordia University Fine Arts students are allowed to use the museum library, I don't believe pupils from schools are welcome. It is, unfortunately, a question of space, personnel and lack of an adequate collection in museum libraries which does not allow them to open their doors to everybody.

On the other hand, the Museum of Science and Industry (Kresge Library) in Chicago offers a vibrant interlibrary loan service to schools, encourages school children to come to the museum library to do projects. However, from what I could observe during a brief visit, that particular library has adequate staff and funding to provide the services it is able to offer.

While a museum library would be an ideal place to introduce children to art, science and technology, this, in most cases, is not possible due to the permanent state of underfundedness of these types of libraries. The examples of active programs reaching out to the school are far fewer than would be expected and hoped for.

University/school library relationship

Universities always felt put-upon by all other libraries. This is probably the reason why they were the first to institute a fee for interlibrary loan. Yet with shrinking allocations, raised tuition fees and budget cuts, university libraries were forced to leave their ivory towers and cooperate.

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5. Esther G. Bierbaum. "The Museum Library Revisited". Special Libraries. April 1984. pp. 102-113.

> "University, public and special libraries have successfully participated in national and regional interlending schemes for a long time and more recently in bibliographic cooperatives." 6.

Notice no mention of the school library here. But if interlending can be implemented to public and university libraries as well as special libraries, why not the school library, which after all is a very special special library?

Except for the rare cooperation, such as allowing Loyola high school students borrowing privileges at Concordia University Libraries, simply because the high school is on campus and was affiliated with Loyola College which in time became part of Concordia, there are not too many instances of university/school library cooperation. If there are, they have not been written up. This is definitely an area that needs developing and nurturing.

In their book entitled Multitype Library Cooperation, Beth A. Hamilton and William B. Ernst, Jr. made the following statement:

> "The question is often asked why school libraries do not participate more fully in multitype library cooperatives. The implications seem to be that schools do not want to participate in networks or that they have little to contribute to a network if they do join." 7.

Here again the feeling is expressed that school libraries have little to offer to the library community.

To leave the subject of university/school library cooperation on a positive note, I want to mention the Colorado Regional Library Service System, in existence since 1975. This library system is truly multitype, and has at least one representative from the academic, public school, and special library field. The contribution of the school library was limited at first, mostly in the audio-visual field. As in all new areas, it was a learning experience for all concerned. School librarians started to emerge from their isolation by discovering interlibrary loans. It was discovered that universities can profit from the often unique children's and young adult collections in school libraries that were put at the disposal of researchers. As mentioned before, cooperation has to be based on a symbiotic relationship where both partners profit. We know the wealth of experience and materials school libraries can offer to academic libraries. They would just have to make their presence known.

The school library and national library services

At first glance, it would appear that National Libraries tend to think mainly of university, special and public libraries when mentioning the usual topics of cooperation such as interlending, resource sharing and networking.

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6. John F. Stirling. University Librarianship. London, The Library Assoc., 1981. p.162.
7. Beth A. Hamilton and William B. Ernst, Jr. Multitype Library Cooperation. New York, Bowker, 1977. p.133.

The school library is more often than not at the tail end of national services as an afterthought. Here again, we as school librarians must share the blame for not being more visible and making our presence known and demanding more from national library services. In a book devoted to school librarianship by John Cook, I did not find any reference to outreach to the community; i.e. other than internal networking among schools. Except for a chapter entitled "The School Library's Place in the Community's Information Network", he discards the topic rather quickly by saying:

> "The sharing of inadequate resources benefits no one." 8.

I am afraid many of us have used the excuse of inadequate resources or lack of personnel to decline sharing with others.

Cook refers to an Australian network, AACOBS, the Australian Advisory Council on Bibliographical Services, founded in 1956. This network includes school librarians, but in a rather disproportionate way: there are 19 representatives from academic, 10 from public, 3 from special and 2 from school libraries. But at least they are included. Although I do not have statistics on hand, I am sure that this representation is not based on numbers of school-age children or numbers of university students, but rather in proportion to the power of the academic and research libraries.

In Canada, the National Library's mandate is to serve all Canadians by its resources and services. By implication this includes school libraries. There is a Children's Literature Service headed by Irene Aubrey, whose mandate is to collect, catalogue and disseminate children's literature, up to the age of 16. A joint committee has been appointed by the Canadian Library Association and ASTED (Association pour l'avancement des sciences et des techniques de la documentation) for the purpose of preparing a brief to ask the National Library to appoint a Young Adult Librarian to serve the adolescent population of Canada. As education in Canada is in the provincial domain, it is not possible to ask the National Library to appoint a person specifically to serve schools. But if we are successful in getting such a position established for adolescents, this new service, together with the services of the Children's Librarian, would serve the school population extremely well. I believe that even the Library of Congress does not offer such a service to the high-school age population. They also cover "Children", which may or may not include adolescents.

In all fairness to the National Library of Canada, I have to say that as mentioned before it does serve the school age population indirectly. School librarians or teacher-librarians, like all other librarians, can call on the National Service for interlibrary loan, for reference and information. The services of the National Library to school libraries have been described in great detail in the Spring 1986 issue of School Libraries in Canada. by Gwynneth Evans. 9.

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8. John Cook. School Librarianship. Sydney, Pergamon Press, 1981. p.174.

9. Gwynneth Evans. "National Library of Canada Services to School Libraries." School Libraries in Canada. v.6, no.3, Spring 1986. pp.33-37.

International relationships

One of my solutions to our problem of cooperation is to encourage research on the international scale -- by belonging to organizations such as IASL, IFLA and IBBY. I know that I am preaching to the converted here today, but each one of us has to go back to our respective constituencies with ideas, such as:

- to encourage our school librarians to belong to at least one of these international organizations, as well as to provincial, state or national associations
- to encourage school librarians to do research and make the results of their research known
- to encourage school librarians to apply for research grants and make their demands known to the various local, provincial and federal governments that dispense such grants

In this decade, where funds are less than plentiful and the competition for grants tougher, we tend to accept with resignation the fact that libraries are always first to suffer cuts. It also appears that the very first to be cut is the school library! I say NAY to this; let us fight our respective governments and deny them the pleasure of accepting with resignation the inevitable fate handed out to librarians everywhere.

Each of us alone in our nooks and crannies are isolated and I will accept that as a fact which cannot be changed. But if we band together to help each other and demonstrate that as much as we need these other types of libraries; i.e. academic, special and public, they also need us. We will help the school librarian as well as enhance the image of the library profession.

I am hopeful that what was left undone in the past as to library cooperation will be accomplished within the next decade.

It is interesting to note that as far back as 1966, G. Jefferson in his book entitled Library Cooperation mentioned the fact that library cooperation is essentially a twentieth century idea, which has its roots in the social, economic and technological changes of the last half century.

This quotation is borne out by a more recent one:

> "Resource sharing is now mandated by the information explosion, the advance of modern technology, the rapidly escalating costs of needed resources and the wide disparity between resources available to individuals by reason of geographic location or socio-economic position." 10.

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10. U.S. The White House Conference on Library and Information Services, 1979. The Final Report. Summary. Washington, D.C., National Commission on Libraries and Information Science, 1980.

What was not accomplished in the past by cooperation will now be accomplished by the modern technologies; i.e. microcomputers, laser disks, databases, etc.

This should be the unifying theme of all library cooperation as we make the transition into the 21st century. Each of us in our individual libraries is really isolated -- together we can and must conquer all obstacles.

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CANADIAN

STORIES AND SONGS

Read Aloud Program Ideas
from Marie Bowers

(Marie Bowers is a parent volunteer at the West Northfield Elementary School, Lunenburg County, and a "free-lance" workshop leader)

IASL Halifax 1986

CANADIAN STORIES AND SONGS

Canada Has Fairy Tales

Laszlo Gal	Canadian Fairy Tales;text by Eva Martin. Douglas & McIntyre, 1984 ISBN 0-88899-030-8
	The Twelve Dancing Princesses;text by Janet Lunn. Methuen, 1979 ISBN 0-458-93890-4
	The Willow Maiden;text by Meghan Collins. Douglas & McIntyre, 1985 ISBN 0-88899-039-1
Pam Hall	On the Edge of the Eastern Ocean. GLC Publishers, 1982 ISBN 0-88874-055-7
Jenni Lunn	The Fisherman and His Wife. McGraw-Hill Ryerson, 1982 ISBN 0-07-548514-1
Robin Muller	Mollie Whuppie and the Giant. Scholastic-TAB, 1982 ISBN 0-590-71170-9
Carole Spray	The Mare's Egg;illustrations by Kim La Fave. Camden House, 1981 ISBN 0-920656-06-4
Susan Musgrave	Hag Head;illustrations by Carol Evans. Clarke, Irwin & Co., 1980 ISBN 0-7720-1251-2

Canada Has Many Cultures

Shelley Tanaka	Michi's New Year;illustrated by Ron Berg. PMA Books, 1980 (Our source is Chickadee vol.4, #1 January,1982 ISSN 0707-4611)
Ian Wallace	Chin Chiang and the Dragon's Dance. Douglas & McIntyre, 1985 ISBN 0-88899-020-0
Betty Waterton	Petranella;illustrated by Ann Blades. Douglas & McIntyre, 1980 ISBN 0-88894-237-0
Betty Waterton	A Salmon for Simon;illustrated by Ann Blades. Douglas & McIntyre, 1978 ISBN 0-88894-168-4
Rosemary Allison	The Pillow;illustrated by Charles Hilder. James Lorimer & Co., 1979 ISBN 0-88862-246-5
Elizabeth Cleaver	Petrouchka;adapted from Stravinsky and Benois. Macmillan of Canada, 1980 ISBN 0-7705-1877-x
	The Loon's Necklace;text by William Toye. Oxford, 1977 ISBN 0-19-540278-2
	How Summer Came to Canada;text by William Toye. Oxford, 1969

	The Enchanted Caribou. Oxford, 1985 ISBN 0-19-540492-0

Canada Has History

Mary A. Downie	The Last Ship; illustrated by Lissa Calvert. PMA Books, 1980 ISBN 0-88778-201-9
Susanne McSweeney	The Yellow Flag; illustrated by Brenda Clark. PMA Books, 1980 ISBN 0-88778-204-3
George Rawlyk	Streets of Gold; illustrated by Leoung O'Young. PMA Books, 1980 ISBN 0-88778-202-7
Mary Hamilton	The Sky Caribou; illustrated by Debi Perna. PMA Books, 1980 ISBN 0-88778-203-5
Peter Cumming	A Horse Called Farmer; illustrated by P.John Burden. Ragweed Press, 1984 ISBN 0-920304-34-6
Lindee Climo	Chester's Barn. Tundra Books, 1982 ISBN 0-88776-132-1
Deidre Kessler	A Child's Anne; illustrated by Floyd Trainor. adapted from Montgomery's Anne of Green Gables. Ragweed Press, 1983 ISBN 0-920304-11-7
-----	"The Mystery of Oak Island" in OWL; The Canadian Magazine for Children vol 4, #3 March, 1979 ISSN 0382-6627

Canada Has Fun

Robert Munsch	The Paper Bag Princess, art by Michael Martechenko. Annick Press, 1980 ISBN 0-920236-16-2
	Thomas' Snowsuit, art by Michael Martechenko. Annick Press, 1985 ISBN 0-920303-32-3
Dennis Lee	Alligator Pie; illustrated by Frank Newfeld. Macmillan, 1974 ISBN 0-7705-1193-7
Al Pittman	Down By Jim Long's Stage; illustrated by Pam Hall. Breakwater Books, 1976 ISBN 0919948-29-4
Tim Wynne-Jones	Zoom at Sea; illustrated by Ken Nutt. Douglas & McIntyre, 1983 ISBN 0-88899-021-9
Eveline Hasler	Winter Magic; illustrated by Michele Lemieux. William Morrow, 1984 ISBN 0-688-05257-6
Allen Morgan	Sadie and the Snowman; illustrated by Brenda Clark. Kids Can Press, 1985 ISBN 0-919964-86-9

Sue Alderson	Bonnie McSmithers You're Driving Me Dithers. Tree Frog Press, 1974 ISBN 0-88697-052-8
Phoebe Gilman	Jillian Jiggs. Scholastic-TAB, 1985 ISBN 0-590-71515-1
Kathy Stinson	Red Is Best; illustrated by Robin Baird Lewis. Annick Press, 1982 ISBN 0-920236-26-x

Canada Has Children's Records

Sharon, Lois & Bram	One Elephant, Deux Elephants. Elephant Records, 1978 LFN 78-01
	Singing 'n Swinging Elephant Records, 1980 LFN 80-04
Raffi	Baby Beluga. Troubadour Records, 1980 TR-0010
The Travellers	Merry-Go-Round. Elephant Records, 1980 LFN 80-03
Eric Nagler	Come On In! Elephant Records, 1985 LFN 85-11
Bob Schneider	Having a Good Time. Capitol, 1983 ST 6504
	When You Dream a Dream. Capitol, 1982 ST-6498
Jerry Brodey	Carnival. Tapestry, 1982 C 102
Fred Penner	Special Delivery. Troubadour, 1983 TR-0027

NATIONAL LIBRARY OF CANADA: SERVICES TO SCHOOL LIBRARIES

By Gwyneeth Evans

(As Ms. Evans' paper at the IASL Conference was based on the following article, it was agreed that reprinting the article would suffice.)

The National Library of Canada welcomes this opportunity to describe its services to readers of School Libraries in Canada. The invitation to write an article arose from discussions between the Executive and individual members of the CSLA and the National Librarian, Marianne Scott. The CSLA Executive requested an article which describes the National Library's services, so that CSLA members may make use of them.

The National Library of Canada's mission is to promote the development of and facilitate access to library and information services; to ensure the acquisition and preservation of and access to the published heritage of Canada; and to support Canadian studies for the benefit of all Canadians. By incorporating the phrase "for the benefit of all Canadians,", the Library acknowledges its role to provide support to all libraries, including school libraries. Services are provided in both English and French.

Some CSLA members are regular users of such services of the National Library as the publication of the Children's Literature Service and the bibliographies of the Library Documentation Centre. There are many other services available which will be described according to basic library functions: acquisitions; cataloguing; and reference, information and advisory services.

Acquisitions

Are you having difficulty finding the address for the publisher of a new children's periodical or the distributor of French-language immersion materials? The National Library is able to help. It produces such tools as Canadiana, the national bibliography, "Forthcoming Books", the insert in Quill & Quire, and the Canadian ISBN Publisher's Directory.

The Library is the national repository of Canadian publications. The legal deposit provisions of the National Library Act require that two copies of every book (whose price is less than $50.00 and one copy of a book above $50.00) published in Canada be sent to the National Library within one week of its publication. The term "book" is defined broadly and includes books, textbooks, serials, pamphlets, sound recordings with a Canadian connection, educational kits of non-book materials and sheet music. Through agreements and directives, the Library collects federal and provincial government documents. It also buys materials published outside Canada, if they are written by Canadians or treat subjects of special interest to Canada. All of these Canadian publications and publications of Canadian interest, collectively referred to as Canadiana, are recorded in Canadiana. Publications about to be published are listed monthly in "Forthcoming Books." Both Canadiana and "Forthcoming Books" serve as valuable selection tools, because they are arranged according to broad Dewey Decimal Classification numbers and ordering information is included as part of the cataloguing data.

As libraries and resource centres become automated,they will find it more efficient and cost-effective to order titles by International Standard Book Number (ISBN) and International Standard Serial Number (ISSN). The National Library assists in this by allotting the ISBN to publishing bodies, assigning the ISSN to Canadian serials (government and commercial) and coordinating the Cataloguing in Publication (CIP) program. The CIP program provides cataloguing records for Canadian books in advance of their publication. The record is printed on the back of the title page; it is also distributed through "Forthcoming Books," the supplement in Quill & Quire and Canadian Books in Print, thereby making information on new publications widely available in advance of their publication, so that librarians can select and order new titles before their actual appearance. Both English and French-language CIP data also appear in a monthly section of Livre d'ici, the trade journal of Quebec publishing.

Teacher-librarians may use the services of the Canadian Book Exchange Centre, which has some 2,000,000 items in an organized surplus collection, by writing for the periodic listing of available titles of Canadian official publications, foreign and international government publications, mongraphs and serials. They are requested to write to the Canadian Book Exchange for an application and to specify the type of materials (as identified above) about which they wish to receive information.

Cataloguing and Classification

"How can I classify books using the Dewey Decimal Classification?" was a question received in the Library Documentation Centre from an elementary teacher-librarian. The national bibliography Canadiana is a useful source of numbers already assigned by trained staff. It provides complete cataloguing copy for Canadian publications (the types mentioned above) and foreign publications of Canadian interest; part of that copy is the Dewey number for the item. The Dewey numbers are segmented by prime marks to allow libraries to abridge numbers that are too detailed for their requirements. A survey of the use and usefulness of the Dewey Decimal Classification information provided by the National Library is now in progress, and comments and suggestions have been solicited from a sample of users, including teacher-librarians.

Canadiana has another feature of special interest to teacher-librarians. Juvenile materials are identified by a "j" before the Dewey Decimal Classification number as the example below indicates. In the printed version of Canadiana, the juvenile works are grouped together and appear at the end of the entire sequence of Dewey numbers; in the microfiche version, Index F provides access by Dewey number to the juvenile works, which are arranged as a group.

An example of a catalogue record follows. The cataloguer may use as much information as is needed.

Zola, Meguido, 1939-
Terry Fox/Meguido and Melanie Zola.--
Toronto: Grolier, c1984
48 p.: col. ill., col. ports.: 23 cm.
(Picture-life series)
Includes index.
ISBN 0-7172-1881-3: $8.95
Subject Headings:
1. Fox, Terry, 1958-1981--Juvenile literature
2. Cancer--Patients--Biography--Juvenile literature
3. Runners (Sports)--Canada--Biography--Juvenile literature.

LC Classification RC 265.6
Dewey Decimal Classification j326.1'96994'00924
Canadiana Number C84-99072-3
French Subject Heading also given in Canadiana.

If libraries or resource centres use the Library of Congress Subject Headings, the revised and expanded edition of Canadian Subject Headings provides complementary, standardized headings on topics of Canadian interest. In cooperation with an advisory group composed of representatives of the Canadian Association of Children's Librarians, the Canadian School Library Association, and the CLA's Technical Services Coordinating Group, the Library has also formed a committee to study the feasibility of preparing and adopting a standardized list of child-oriented subject headings.

Canadiana, in addition to serving as a non-evaluative acquisitions tool as well as a cataloguing tool, is a useful reference source for the preparation of reading lists and bibliographies on Canadian subjects. It is available in printed, microfiche and machine-readable tape formats and can be accessed on-line through the DOBIS Search Service (DOBIS is the name of the National Library's on-line library management system) and CAN/OLE, the Canada Institute for Scientific and Technical Institute's (CISTI) on-line search system.

Libraries or resource centres may wish to use the DOBIS Search Service to gain direct access to the Library's data base, comprising approximately 4,000,000 Canadiana, Library of Congress and CONSER (machine-readable serials) records. In addition to providing catalogue copy, the service provides support for bibliographic verification, reference and research, and location searching, because the holdings of many Canadian libraries have been added to the records.

Another source of records for catalogue copy is the MARC Records Distribution Service which provides information on Canadian and foreign titles (supplied from the National Library of Canada, the Library of Congress, Bibliothèque national [France] and British Library) in unit card or machine-readable format.

In cooperation with the National Film Board and the Public Archives of Canada, the National Library also supports Film Canadiana which lists films produced in Canada for general distribution. This tool may be used for selecting and cataloguing films for use in schools.

Reference, Information and Advisory Services

"Have you documentation and illustrations on the Halifax Explosion of 1917?" Do you have materials on the exploration and early settlement of British Columbia?" These are two recent examples of questions received by the National Library from teachers. The reference policy of the National Library both recognizes and reinforces the importance of school libraries and provides back-up service to them. It is designed to serve the libraries and teacher-librarians rather than the individual students, except in those cases where the collections and expertise of the National Library are needed to complete an assignment.

The National Library has both general and specialized services which are available to teacher-librarians. They are based on the strong Canadiana collections, supplemented by materials in the social sciences and humanities, on a large collection of reference books and on access to many on-line bases such as ONTERIS; America: History and Life; Magazine Index; and National Newspaper Index. Teacher-librarians wanting specific computer searches to be done by the National Library should contact the Reference and Bibliography unit by letter of phone. The cost is $34.00 per search for one hundred citations off-line or twenty-five on-line. Library staff can provide answers to requests received in person, by telephone, Telex, letter or electronic mail, whether the information is to be found in newspapers, periodicals, the music collection, official publications, or books. Reprographic facilities at the National Library also allow teachers to order reproductions from historical and current materials, as long as copyright is not being infringed.

Three services deserve special mention: Children's Literature Service; Service for Handicapped Persons; and Library Documentation Centre.

The Children's Literature Service was established in 1975 in response to a recommendation from the Canadian Association of Children's Librarians and the then Association canadienne des bibliothécaires de langue française. Its activities incorporate resource building; advisory, bibliographic and reference services; and promotion of its collections and reserves. The Library is developing a separate children's book collection suitable for consultation and use by those working with children from one to sixteen years of age. It contains a comprehensive collection of current and retrospective Canadian materials in English, French and other languages; a strong collection of professional materials on children's literature; and a representative collection of non-Canadian award-winning books. This collection, therefore, comprising about 18,000 books and growing on a regular basis, is a major source for research. The Library has, as well, large retrospective and current holdings of Canadian textbooks. It is also collecting manuscript material and original illustrations relating to Canadian children's books. Recently, for example, the Library purchased the original works from several books illustrated by Elizabeth Cleaver.

The services provided by the Children's Literature Service include information on a whole spectrum of topics related to collection development activities in children's libraries, and to Canadian children's literature. Notable Canadian Children's Books and Un choix de livres canadiens pour la jeunesse have been prepared, with the assistance of two committees with members from the school library community, since 1978 and bibliographies on themes related to Canadian literature are compiled. The specialist also visits libraries, writes articles, makes presentations and participates in national and international conferences in order to promote knowledge of and interest in Canadian children's literature and library services for children.

There is a growing clientele of teachers and librarians for the National Library's Service for Handicapped Persons, set up in response to the need, expressed by the Canadian library community, to coordinate, develop and promote collections, library services and facilities for those who cannot use regular materials because they are visually impaired, unable to manipulate the material, or perceptually handicapped. The service is developed and reviewed in cooperation with the Advisory Group on National Library Services for Handicapped Persons, on which school library and educational concerns are represented. One of the major successes of the Service is the creation of a data base which lists special format materials (large print, braille and talking books on records or tapes) held by Canadian institutions and produced each year in Canada. This data base of materials for the disabled may be accessed through the DOBIS Search Service, purchase of the microfiche copy of this Canadian Union Catalogue of Library Materials for the Handicapped (CANUC:H) or use of the National Library's Location Service. Subject headings will soon enhance access to these materials. The Service also collects and distributes information related to all aspects of library service for disabled persons, and has access to relevant data bases.

As more children are integrated into regular classes, teacher-librarians have asked questions such as the following. "Are books available in Canada that describe French sign language?" "Is there a technical aid available that will assist visually impaired students to use microcomputers?" "What Canadian universities have special programs for disabled students?" "Can I obtain the Canadian constitution in talking book format?" The specialist is available for consultation and presentations and she participates in national and international conferences in order to develop and promote appropriate standards, equipment and services for this important group of users.

The clearinghouse which supports these specialized services and other services of the National Library is the Library Documentation Centre. It collects, indexes and provides information on all aspects of library and information science and on Canadian library services of every type. Both published and unpublished materials are acquired and indexed, and information on school libraries is an important segment of the vertical file material. Professors and students of school librarianship and library technician courses use the Library Documentation Centre, as do practitioners, for questions as varied as core children's collections, French language materials for immersion programs,cataloguing/classification methods and use of microcomputers. The Centre's bibliographies announced in National Library News are available free on request.

Location and Document Delivery

Which library has a copy of volume 1, no. 1, 1911 of Maclean's? Where can I find a copy of W.H. Blake's translation of Maria Chapdelaine? For answers to such questions, libraries, resource centres and ministries of education use the location and interlibrary loan service of the National Library. The location service is based on the Canadian Union Catalogue, which records the holdings of major Canadian libraries and has been available since 1980 on DOBIS; on the manual file of the Canadian Union Catalogue which provides locations for earlier materials; and on searches of other large data bases, Canadian and foreign. Materials held by the Library itself can be borrowed by libraries and resource centres.

Finally, teacher-librarians will be interested in knowing that the Multilingual Biblioservice sends collections of foreign-language books for children and adults to twenty-seven provincial or regional deposit centres. These centres in turn circulate the books to public libraries which serve Canadians of different ethno-cultural backgrounds. The service circulates books in twenty-seven languages, other than English and French. This source of reading material from the local public library could be useful to those working with immigrant children.

Outreach

The cultural events program showcases the National Library's collections, promotes a better understanding of Canada's literary and musical heritage, and supports Canadian studies, through exhibitions, tours and visits, readings, concerts and a variety of special events. Three recent exhibitions of particular interest to schools were: "Heroes of Yore and Lore"; "Coming of Age: Experiences of Youth in Canada" and "Aboriginal Rights in Canada."

Posters and brochures of these exhibitions are available free of charge from the Cultural Events Office. If schools would like to arrange a tour of the Library as part of a visit to the Capital, arrangements should be made through this Office.

The National Library is dependent for its success on communication and consultation with its users. The National Library Advisory Board and its three committees provide an invaluable formal mechanism for this consultative process. At this time, two teachers, Graham Murphy, of Sheet Harbour, Nova Scotia and Alice Cheatley (retired) of Winnipeg, Manitoba are members of the Board, appointed by the Prime Minister. Adrienne Elliott of the Calgary Board of Education has served for three years on the Resource Network Committee, one of three committees of the Board.

The National Library also welcomes exchange of information and views through less formal channels. In addition to attending national conferences and mounting an information booth, staff are participating more regularly in regional and provincial conferences in an attempt to make both the regular and the specialized services of the Library better known.

The Library is aware, however, that local library services themselves must also be known and promoted so that the institutions whose programs they support make effective use of their resources. With this in mind, the National Library of Canada and the National Film Board have collaborated on the production of "All About Bicycles...and Libraries Too!" aimed at school children from grades 3 to 6 and of "Facing Facts: Using the Library" for students in grades 7 to 10. An advisory group was used in the preparation of each of these filmstrips. The English-language distributor for which is McIntyre Educational Media Ltd., 30 Kelfield Street, Rexdale, Ontario, H9W 5A2. Both filmstrips are also available in French from Multimedia Audiovisuel Inc., 5225, rue Berri, Montreal, Quebec, H2J 2S4.

New Technologies

The National Library both conducts applied research into new technologies to test their application for library functions and monitors the research results of other institutions. It is interested in technologies such as videodisc and CD ROM, all forms of optical disk. In the near future, the National Library will be assessing the data bases available on CD ROM and videodisc rather than producing its own publications and services on these media.

Information, communication, documentation, knowledge, feedback. The National Library and school libraries are in the same business, and we can be more effective if we work together. A few useful contacts at the National Library are:

Services	Telephone Numbers	Contact
Library Documentation Centre	(613) 995-8717	Beryl Anderson
Canadiana Acquisitions Division and Legal Deposit Office	(819) 994-6870	Paul McCormick
Canadiana Services	(819) 994-6912	Drene Prentice
DOBIS Search Service	(819) 887-7000	Marcia MacDonald
Reference and Bibliography	(613) 992-0655	Michael Williamson
Interlibrary Loan	(613) 992-1752	Kathryn Mikoski

Services	Telephone Numbers	Contact
Service for Handicapped Persons	(613) 996-7271	Lorraine McQueen
Children's Literature Service	(613) 996-7774	Irene Aubrey
Cultural Events	(613) 993-7038	Andrea Paradis
Public Relations (for information on free and priced publications)	(613) 995-7969	Margo Wiper
Telex:	053-4311	
Electronic Mail		
Interlibrary Loan	OONL.ILL.PEB	
Reference and Bibliography	OONL.REFERENCE	
DOBIS Search Service	DOBISSEARCH.C	
Library Documentation Centre	OONL.LDC	

The address for all is:

National Library of Canada
395 Wellington Street
Ottawa, Ontario
K1A 0N4

Editor's Note: The National Library of Canada has indicated its willingness to prepare full length articles on any of the services discussed in this overview. Please write to the Editor, SLIC, with your suggestions.

Selected Bibliography of National Library of Canada

Publications

1. Canadiana (Microfiche)
   Monthly $94.00 a year.

2. Canadiana 1981-1985 (Microfiche)
   Multi-year cumulation to be ready in the spring of 1986; price yet to be established.

1 & 2 Available from Canadiana Editorial Division
Cataloguing Branch
National Library of Canada
Ottawa, Ontario
K1A 0N4

Cheque should be made out to:

Receiver General for Canada.

3. Canadiana (hardcopy)
   Monthly
   ISSN 0008-5391
   $84.00 a year, $7.75 a single issue.

4. Canadian Subject Headings, second edition
   ISBN 0-660-11786-X
   Cat. No.: SN3-106/1985
   $18.50.

5. Notable Canadian Children's Books: 1975-1979
   Cumulative edition by Irene E. Aubrey
   103 p., 1985
   ISBN 0-660-53040-6
   Cat. no.: SN 3-26/1975-79
   $8.95.

3, 4 & 5 Available from:

Canadian Government Publishing Centre
Supply and Services Canada
Hull, Quebec
K1A 0S9

Cheque should be made out to:

Receiver General for Canada.

6. Canadian ISBN Publisher's Directory
   Annual
   ISSN 0228-8753
   1985 issue is free. 1986 issue will be priced.

7. Notable Canadian Children's Books:
   1980, 1981, 1982 Supplements
   By Irene E. Aubrey et al.
   free - new supplements will be priced.

8. National Library News:
   Monthly
   ISSN 0027-9633

9. Set of informational brochures on National Library of Canada services, with charges listed if any. (e.g., Children's Literature Service, Library Documentation Centre). In your letter, please specify "set".

6, 7, 8 & 9 Available free from:

Public Relations
National Library of Canada
395 Wellington Street
Ottawa, Ontario
K1A 0N4

This article was published originally in "School Libraries in Canada", Spring, 1986.

Ms. Evans has taught languages in Ontario high schools and English in Uganda. She took a degree in library science at Simmons College, Boston in 1973/74 and has held several reference positions at both the National Library and the National Museums Library. At present Ms. Evans is Director, External Relations, National Library of Canada, and is responsible for Public Relations, Cultural Events and the Federal Library Liaison Office.

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Dr. Seuss writes,"The library, beginning at the elementary school, is the place where the understanding of the whole world begins."
(reference unknown)

THE SCHOOL LIBRARY AND THE WORLD OF THE CLASSROOM: Student - Teacher - Librarian Cooperation Builds High School Asian Literature Curriculum

by Howard Hall

(Mr. Hall spoke from the following outline, supplemented by slides and handouts, some of which are included here)

I. An Unlikely Setting

- A. Cypress High School Media Center environment (slides).
- B. Societal affluence of community.
- C. Asian - Pacific ethnic composition in 1982-83.
- D. The question was asked: Why is Asian literature not a part of literature instruction?
- E. The English teacher contacts the school librarian.
- F. Initial inquiry very unrewarding - Pacific Institute, schools, and libraries.

II. The Hawaiian Experience

- A. IASL Conference, Summer, 1984.
- B. Publishing relationship between the University of Hawaii and the State of Hawaii, Department of Education.
- C. Dr. Harada -- packet of materials from Department of Education, Office of Instructional Services.
- D. Cafeteria luncheon [with Hawaiian authors and publishers] produces discovery of textbooks.

III. Cypress High School Teacher Enthusiasm

- A. Contact with Mrs. Norgren and Mr. Lessard of high school faculty.
- B. Mrs. Bell returns to do her last two years of consultant work.

IV. Library Consultant Field Work

- A. Project for Mrs. Bell submitted to District.
- B. Mrs. Bell uses all resources available.
- C. Twenty-eight page bibliography assembled.

V. Chapter 2 Mini-Project

- A. Proposal submitted to District (June, 1985).
- B. Funding partially approved (Fall, 1985).

VI. The Results

- A. Mrs. Bell returned for last year of consultant work.
- B. Prioritized list and purchased books.
- C. Mrs. Bell's revision reduces bibliography to twenty-five pages.
- D. Asian and Pacific Literature Bibliography - how it is organized.
- E. Interrelationships necessary for the success of this curriculum project.

VII. Where do we go from here?

A. Integrate into existing English courses.
B. A pilot program course.
C. Asian studies -- a social science approach.

VIII. Value to other librarians in schools

A. Use as model in an expansive sense.
B. Application to all curricular areas.
C. Librarian can initiate contact rather than the teacher.
D. Create more interest and utilization of school libraries by teachers and students.

--- Questions from audience ---

ASIAN - PACIFIC ETHNIC COMPOSITION OF CYPRESS HIGH SCHOOL

	Asian-Pacific no. of students	Enrollment no. of students	% of Asian-Pacific students
1982 - 83	110	2359	4.7
1985 - 86	280	1970	14.2

Students classified as ASIAN - PACIFIC were designated as:

Vietnamese

Filipino

Indians

Koreans

Chinese

Japanese

other Pacific Islanders

ANAHEIM UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES DIVISION
INSTRUCTIONAL SERVICES

REQUEST FOR NEW COURSE

Name of course: ______________________________

Statement of verification of student interest, e. g. , needs assessment:

Course Description:

Course Goal Statement:

Course objectives stated in student outcomes:

ENCLOSURE #1

PROPOSAL FOR CHAPTER 2 FUNDING - 1985-86

NAME OF PROGRAM: Asian Literature - a pilot course

SCHOOL/DEPARTMENT: Cypress - Media

PURPOSE OF PROGRAM: To provide library materials in Asian literature that will support this course being taught at Cypress High.

BRIEF NARRATIVE DESCRIBING HOW THE PROGRAM WILL WORK:
Mrs. Kathryn Bell, a library consultant for Cypress High, has been working during the 1984-85 school year on a bibliography of materials to be used in a pilot course in Asian Literature. This course would be taught by Jane Norgren, an English teacher on the Cypress staff. Mrs. Bell will complete her research which has involved the University of Hawaii and many local college and public libraries in May, 1985.

AMOUNT OF FUNDING REQUESTED: $2,000.00

BRIEF DESCRIPTION OF HOW THE FUNDS WILL BE USED:
Mrs. Norgren and Howard Hall, Librarian/Media Specialist will prioritize Mrs. Bell bibliography and purchase only the most necessary books to fit the proposed curricular outline of the class. These books will be purchased and entered into the library collection. Mrs. Norgren will integrate these additional resources into the regular day to day assignments so that students will become aware of the depth of literature written by Asians.

ADDITIONAL COMMENTS:

This course came about as a request from Asian students for literature relating to their background. They sensed that there must be some literature written by Asians. Mrs. Norgren asked the Librarian, Mr. Hall if he could find any materials in this area. At an International Assoc. of School Librarianship Conference in Honolulu (Summer, 1984), he found that Hawaiian schools had an 11th grade Asian-Pacific Literature course. Their course had been developed as a project with the University of Hawaii. It was determined that our course would somewhat parallel the Hawaiian experience.

Cypress High has 233 Asian-Pacific Island students as well as 33 Filipino students. We anticipate a number of these Asian students will enroll in the pilot class as well as those interested from European ethnic backgrounds.

SIGNATURE OF ADMINISTRATOR: ______________________________

DATE: ____________________

Howard Hall

Anaheim Union High School District

501 Crescent Way • Post Office Box 3520 • Anaheim, California 92803-3520 • (714) 999-3579

The Learning Climate

SPECIAL PROGRAMS

FYI

July 19, 1985

MEMORANDUM

TO: Dave Kuzmich, Cypress High School

FROM: William Wong, Director, Special Programs

RE: Chapter 2 Proposal: Asian Literature

I am happy to announce your 1985-86 Chapter 2 proposal as entitled above has been approved by the executive committee and funded at $500.00

The attached budget sheet was prepared based upon your proposed application and has been enter into the computer. You are authorized to make expenditures to your program account 2883 *for the approved program activities.*

At the recommendation of the Director of Special Programs, your proposal has been approved subject to the following comments:

Funded at $500.00 only.

BIBLIOGRAPHY
OF
ASIAN AND PACIFIC LITERATURES
FOR
SECONDARY STUDENTS

Compiled by

Kathryn N. Bell
for

Howard Hall, Media Specialist

Cypress High School Media Center

Fall 1985

TABLE OF CONTENTS

PREFACE 2
GENERAL ASIAN LITERATURE 3
CHINESE LITERATURE 7
INDIAN LITERATURE 11
JAPANESE LITERATURE 15
KOREAN LITERATURE 19
PHILIPPINE LITERATURE 21
VIETNAMESE LITERATURE 22
OTHER ASIAN AND PACIFIC LITERATURES 23

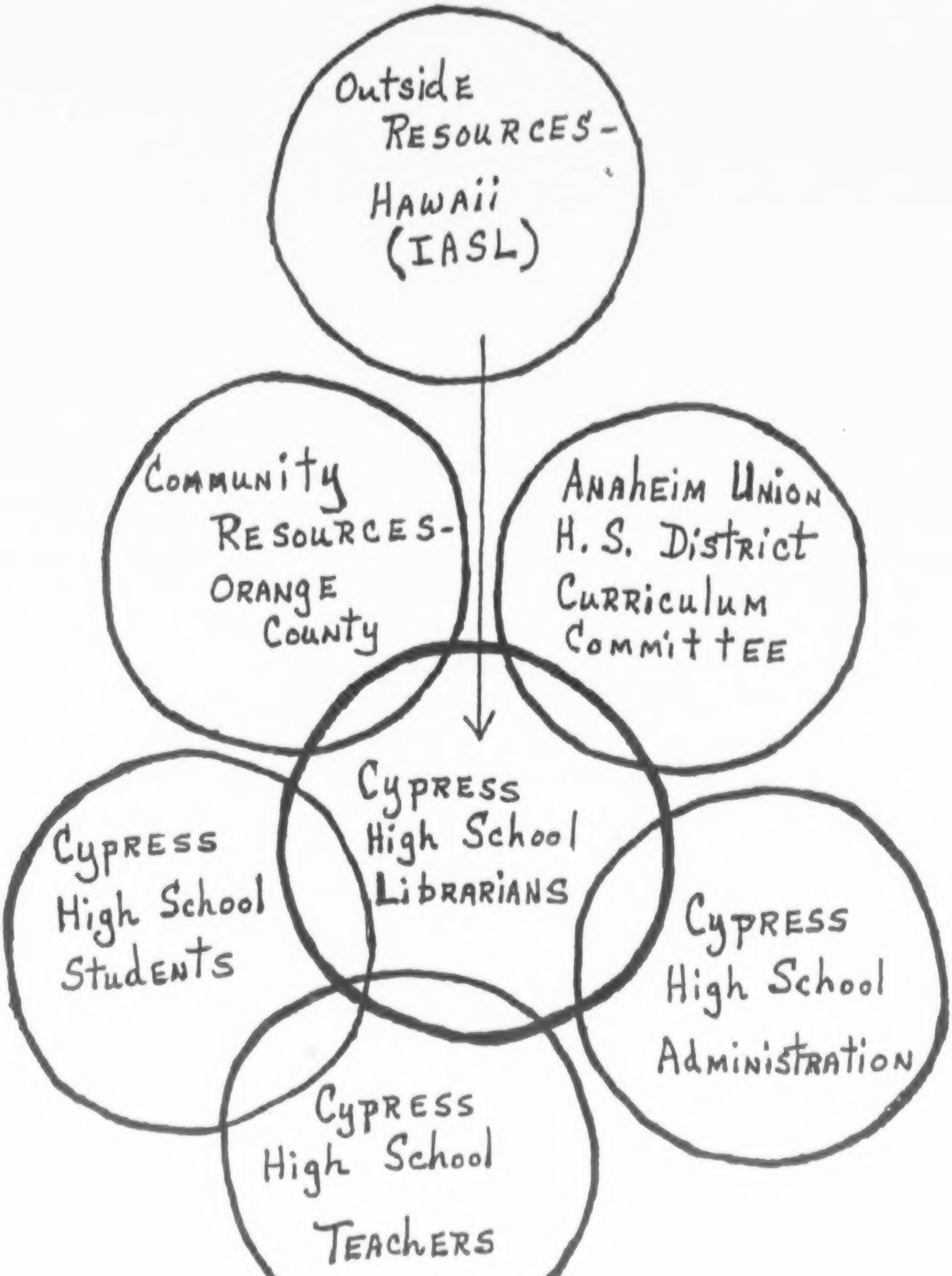
PREFACE

This bibliography of English translations of Asian and Pacific literature is limited to suitable materials for the average or better student in secondary school, to materials at present in community libraries, and to materials now in print. Its purpose is to serve as a buying guide for the media center and as quick reference guide to community library resources.

Through the Cypress Public Library, a branch of the Orange County System, students and faculty have access to all twenty-five branches and their special collections. Specific branch libraries house special foreign language collections: Westminister Branch for Vietnamese language materials, La Palma branch for Japanese language materials, Irvine branch for Chinese language materials, and Garden Grove Regional Library for Korean language materials. Foreign language collections not only have materials in the original language but also world classics translated into the foreign language.

Through the Buena Park Library, a city library system, students have access to other city library systems in Anaheim, Placentia, and Yorba Linda. These city libraries share a union microfilmed catalog and a cooperative circulation system which allows participants to borrow materials from all libraries and to return materials to any library in the system. This system is rich in English translations of foreign language materials as well as Asian classics in the original language.

Interelationships necessary for success of project —


Outside Resources - Hawaii (IASL)
Community Resources - Orange County
Anaheim Union H. S. District Curriculum Committee
Cypress High School Librarians
Cypress High School Students
Cypress High School Administration
Cypress High School Teachers

GENERAL ASIAN LITERATURE

Anderson, G.L., ed. ASIAN LITERATURE IN ENGLISH: A GUIDE TO INFORMATION SOURCES. Information Guide Series, v.31. Gale, 1981.

______________ MASTERPIECES OF THE ORIENT; expanded ed. Norton, 1976. (in Cypress Media Center)

Angoff, Charles and Decker, Clarence R., eds. MODERN STORIES FROM MANY LANDS; 2nd ed. Manylands, 1972.

ASIAN AND PACIFIC SHORT STORIES; comp. by the Cultural and Social Centre, Asian Pacific Council. C.E. Tuttle, 1974. (indexed in SHORT STORY INDEX)

ASIAN FOLK AND FAIRY TALES. CMS X 4589, n.d. (Cassette tape, ZS Asian C08. in Anaheim Public Library)

Brandon, James R., ed. TRADITIONAL ASIAN PLAYS. Hill & Wang, 1972. o.p. (Recommended by National Association of Independent Schools for secondary school libraries. Copies may be found in Anaheim, Buena Park, and Cypress public libraries)

______________________ BRANDON'S GUIDE TO THE THEATER IN ASIA. University Press of Hawaii, 1976. paper.

______________________ THEATER IN SOUTHEAST ASIA. Harvard, 1975.

Brockett, Oscar G. PLAYS FOR THE THEATER; 3rd ed.. Holt, Rinehart and Winston, 1979. (Text edition entitled WORLD DRAMA was published in 1984. paper)

Bruhoc, Joseph. BREAKING SILENCE: AN ANTHOLOGY OF CONTEMPORARY ASIAN-AMERICAN POETS. Greenfield Rev. Press, 1984. paper.

Buhot, Jean. CHINESE AND JAPANESE ART. Praeger, 1967. o.p. (in Anaheim Public Library; also section on Korea and Vietnam)

Chan, Jeffrey P. et al. AIIIIEEEEE! AN ANTHOLOGY OF ASIAN AMERICAN WRITERS. Howard University Press, 1974. (in Cypress Media Center; recommended by NAIS for secondary schools)

Chin, Frank and Chan, Jeffrey P., eds. THE BIG AIIIIEEEEE! o.p.

Clarkson, Atelia and Cross, Gilbert. WORLD FOLKTALES: A SCRIBNER RESOURCE COLLECTION. Scribner, 1984.

Courlander, Harold. THE TIGER'S WHISKERS, AND OTHER TALES AND LEGENDS OF ASIA AND THE PACIFIC. Harcourt, 1959. o.p. (Anaheim Public Library)

Crocome, Marjorie et al. LALI: A PACIFIC ANTHOLOGY. Three Continents, 1980. (in Cypress Media Center. One of the Pacific Paperback series for grades 10-12)

De Bary, Wilson Theodore. GUIDE TO ORIENTAL CLASSICS; 2nd ed. Columbia University Press, 1974. (in Cypress Public Library. Limited to China, India and Japan)

Durant, Will and Durant, Ariel. OUR ORIENTAL HERITAGE. Simon & Schuster, 1935. (in Cypress Media Center Reference Room. Good background material for literature of China, Japan, and India).

Farmer, Penelope, et al. BEGINNINGS: CREATION MYTHS OF THE WORLD. Atheneum, 1979. (Recommended by NAIS BOOKS FOR SECONDARY SCHOOL LIBRARIES)

FUNK AND WAGNALL'S STANDARD DICTIONARY OF FOLKLORE, MYTHOLOGY AND LEGEND. (in Cypress Media Center. Good index. Religion, myth, & superstition)

Gaer, Joseph. WHAT THE GREAT RELIGIONS BELIEVE. New American Library, 1964. (in Cypress Media Center)

Goodman, Roger B., ed. SEVENTY-FIVE SHORT MASTERPIECES: STORIES FROM THE WORLD'S LITERATURE. Bantam. original still in print.

Harstad, James and Harstad, Cheryl. ASIAN-PACIFIC LITERATURE. State of Hawaii Department of Education. 3 volumes. (Basic text designed for juniors through efforts of University of Hawaii and the Department of Education. Cypress Media Center has copies. Best material found in entire bibliography)

Hsu, Kai Yu. ASIAN AMERICAN AUTHORS. Houghton, Mifflin, 1976. o.p. (One of the multi-ethnic literature series for grades 7-12)

Irwin, Vera R. FOUR CLASSICAL ASIAN PLAYS. Penguin, 1972. (Suggested for high schools by NAIS)

Jose, F. Siomil, ed. ASIAN PEN ANTHOLOGY. Taplinger, o.p. (Very good. Has both Korean and Vietnamese sections. Selections grouped by country of origin. Copies in Anaheim Public Library)

Kim, Elaine H. ASIAN AMERICAN LITERATURE. Temple University Press, 1982. (Introduction to the writings in their social context. In Anaheim Public Library)

Long, David Marshall, ed. GUIDE TO EASTERN LITERATURE. Praeger, 1971. o.p. (Found in college library if needed. Indexed in ESSAY AND GENERAL LITERATURE INDEX)

Lin, Yutang. THE WISDOM OF CHINA AND INDIA. Modern Library, 1955. o.p. (Copies found in all libraries)

McDowell, Robert E. et al. ASIAN-PACIFIC LITERATURE IN ENGLISH: BIBLIOGRAPHIES. Three Continents, 1978.

Miller, James E. et al. LITERATURE OF THE EASTERN WORLD. Scott Foresman, 1970. paper. (In Cypress Media Center. Excellent material separated by nationality and written for high school students. No Korean or Vietnamese sections)

Murphy, Mulagh. ASIAN PACIFIC STORIES. Oxford, 1974. paper.

National Geographic Society. GREAT RELIGIONS OF THE WORLD. The Society, 1971. (In Cypress Media Center. Good picture source)

Nicoll, Allardyce. WORLD DRAMA: FROM AESCHYLUS TO ANOUILH; 2nd ed. rev. & enlarged. Barnes and Noble, o.p.? (Standard work with chapter on Eastern drama)

Pound, Ezra, ed. CONFUCIUS TO CUMMINGS. New Directions, 1964. o.p. (World poetry title recommended by NAIS)

Prusek, Janoslav, ed. DICTIONARY OF ORIENTAL LITERATURES. Basic Books, 1975. o.p. (Three volume set with volumes on Asia, Africa, and Southeast Asia. Covers individual authors, anonymous works, important forms and genres)

Rawson, Philip. THE ART OF SOUTHEAST ASIA: CAMBODIA, VIETNAM, LAOS, BURMA, JAVA, AND BALI. Oxford, 1967.

Sheikh Publishing Company. Slides, records and lecture notes explaining the slides on Oriental religions. The records are chants and other religious music. Collection covers Buddha and Buddhism, Confucianism, Jainism, the Moslem religion, Hinduism, Shintoism, Sikhism, Taoism and Zen. (Collection found in Katella Media Center. Would be good for World Culture program)

Shimer, Dorothy Blair, ed. RICE BOWL WOMEN. New American Library, 1982. (Copies in Cypress Media Center and Cypress Public Library)

Wells, Henry W., tr. ANCIENT POETRY FROM CHINA, INDIA AND JAPAN. University of S.C. Press, 1968. (Recommended by NAIS)

Yohannon, John D., ed. A TREASURY OF ASIAN LITERATURE. Day, 1956. o.p. New American Library edition published in 1959. (Recommended by NAIS. Copies found in Cypress Media Center, and all public libraries)

CHINESE LITERATURE

Arlington, Lewis. FAMOUS CHINESE PLAYS. Russell and Russell, 1963. o.p. (in Buena Park Public Library. Collection of 33 plays)

Ayling,Alan and Duncan, MacKintosh, trs. FURTHER COLLECTION OF CHINESE LYRICS. Vanderbilt University, 1970.

Bachmann, Robert, ed. THE HAND OF A THOUSAND RINGS, AND OTHER CHINESE STORIES. Ayer, 1924. Reprint. (Recommended by NAIS)

Bailey, Roger. GUIDE TO CHINESE POETRY AND DRAMA. G.K. Hall, 1973. (Very good reference with full-page description of work & author)

Birch, Cyril and Keene, Donald, comps. ANTHOLOGY OF CHINESE LITERATURE FROM EARLY TIMES TO THE FOURTEENTH CENTURY; V.1. Grove, 1965.

____________________ ANTHOLOGY OF CHINESE LITERATURE FROM THE FOURTEENTH CENTURY TO THE PRESENT; V.2. Grove, 1972. (Anaheim and Buena Park Public Libraries have copies of this set)

Birch, Cyril, comp. CHINESE COMMUNIST LITERATURE. Praeger, 1963.

Birrell, Anne, ed. and tr. NEW SONGS FROM A JADE TERRACE: AN ANTHOLOGY OF EARLY CHINESE LOVE POETRY. Allen and Unwin, 1982.

Carpenter, Francis. TALES OF A CHINESE GRANDMOTHER. Doubleday, 1937. o.p. Reprint by AM REPR. Rivercity Press. (31 folktales & legends. In Cypress Media Center and public libraries)

Chai, Chu, ed. and tr. A TREASURY OF CHINESE LITERATURE: A NEW PROSE ANTHOLOGY WITH FICTION AND DRAMA. Appleton-Century, 1965. o.p. (In Anaheim Public Library. Generous excerpts from the major traditional novels and modern fiction)

Chang, H.C. CHINESE LITERATURE: POPULAR FICTION AND DRAMA. Edinburgh University Press, 1973. Aldin Publishing Company, 1973. (Cypress Media Center has a copy)

__________ CHINESE LITERATURE: TALES OF THE SUPERNATURAL. Columbia University Press, 1983.

Chang, Isabel C. CHINESE FAIRY TALES. Caedmon CDL51328, 1973. Cassette tape ZS Chinese Z28. (In Anaheim Public Library)

Chen, Jo-Hsi. THE EXECUTION OF MAYOR YIN, AND OTHER STORIES FROM THE GREAT PROLETARIAN CULTURAL REVOLUTION. Midland Books, 1978. paper ed. available from Indiana University Press. (8 stories. Title appears in New York Public Library's BOOKS FOR THE TEENAGE, 1983 ed.)

Chen, Yuan Tsung. THE DRAGON'S VILLAGE: AN AUTOBIOGRAPHICAL NOVEL OF REVOLUTIONARY CHINA. Penguin, 1981. (in N.Y. Public Library BOOKS FOR THE TEENAGE)

Chi, Pang Yuan, et al. ANTHOLOGY OF CONTEMPORARY CHINESE LITERATURE: TAIWAN, 1949-1974. University of Washington Press, 1976. 2 vols. V.1. Poems and Plays; V.2. Short Stories. (Copies in the Buena Park Library)

Chu, Chai and Windberg, Chai. A NEW PROSE ANTHOLOGY. Appleton, 1965. o.p. (Copy in Buena Park Library)

Davis, A.R. THE PENGUIN BOOK OF CHINESE VERSE. Penguin, 1962.

Dolby, William, tr. EIGHT CHINESE PLAYS FROM THE THIRTEENTH CENTURY TO THE PRESENT. Columbia University, 1978. (Title appears in NAIS BOOKS FOR SECONDARY SCHOOL LIBRARIES. Copy in Buena Park Library)

Eberhard, Wolfram, tr. FOLKTALES OF CHINA. University of Chicago, 1970. (Part of the Folktales of the World series)

Ferguson, John Calvin. CHINESE MYTHOLOGY; bound with JAPANESE MYTHOLOGY. Cooper Square, 1964. Reprint of the 1932 edition. (In Anaheim Public Library)

Frankel, Hans H. THE FLOWERING PLUM AND THE PALACE LADY: INTERPRETATIONS OF CHINESE POETRY. Yale, 1976. (Recommended by NAIS BOOKS FOR SECONDARY SCHOOL LIBRARIES)

Giles, Herbert Allen. GEMS OF CHINESE LITERATURE. Paragon Book Reprint, 1965. (In Buena Park Library. Good; readable)

____________________ A HISTORY OF CHINESE LITERATURE. C.E. Tuttle, 1973. paper. (In Cypress Media Center. Another NAIS title)

Han-Shan. COLD MOUNTAIN: 100 POEMS BY THE TANG POET HAN-SHAN. Columbia University Press, 1970. paper. (In Buena Park Library)

Hart, Henry Hersch. POEMS OF THE HUNDRED NAMES: A SHORT INTRODUCTION TO CHINESE POETRY. . . 3rd. ed. Greenwood, 1968. (In Buena Park Lib.)

Hsu, Kai Yu and Wang, Ting, eds. THE LITERATURE OF THE PEOPLE'S REPUBLIC OF CHINA. Indiana University, 1980. (In Cypress Media Center and Anaheim Public Library. A NAIS title)

Hsu, Kai Yu. TWENTIETH CENTURY CHINESE POETRY: AN ANTHOLOGY. Cornell University, 1970. paper.

Hsu, Vivian Ling, ed. BORN OF THE SAME ROOTS: STORIES OF MODERN CHINESE WOMEN. Indiana University, 1981. paper. (Reviewed in BOOKLIST)

Isaacs, Harold R., ed. STRAW SANDLES: CHINESE STORIES OF SOCIAL REFORM. M.I.T., Press, 1974. paper. (Another NAIS title)

Lewis, Richard, ed. THE MOMENT OF WONDER: A COLLECTION OF CHINESE AND JAPANESE POETRY. Dial Press, 1965. (In Buena Park and Cypress Public Libraries)

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Liu, Shih Shun. ONE HUNDRED AND ONE CHINESE POEMS. Oxford University, 1967. (In Buena Park Library)

Liu, Wu-Chi, et al., eds. SUNFLOWER SPLENDOR: THREE THOUSAND YEARS OF CHINESE POETRY. Indiana University, 1976. (Recommended by NAIS: "The largest and most impressive collection available." Good reading)

Ma, Y.W. and Lau, Joseph S.M., eds. TRADITIONAL CHINESE STORIES: THEMES AND VARIATIONS. Columbia University, 1978.

Mao Tse-Tung. POEMS OF MAO TSE-TUNG. Simon & Schuster, 1972. (In Buena Park Library. Almost a political biography in verse with a detailed introduction to each poem)

McNaughton, William, ed. CHINESE LITERATURE: AN ANTHOLOGY FROM THE EARLIEST TIMES TO THE PRESENT DAY. Tuttle, 1974. paper. (In Cypress and Anaheim Public libraries.)

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Moore, Charles A., ed. CHINESE MIND: ESSENTIALS OF CHINESE PHILOSOPHY AND CULTURE. University of Hawaii Press, 1967. paper.

Paper, Gordon D. GUIDE TO CHINESE PROSE. G.K. Hall, 1973. (In Cypress Media Center, Buena Park and Cypress Public libraries)

Rexroth, Kenneth. ONE HUNDRED POEMS FROM THE CHINESE. o.p.

________________ ONE HUNDRED MORE POEMS FROM THE CHINESE: LOVE AND THE TURNING YEARS. New Directions, 1970. paper. (Recommended in Wilson Standard Catalog series)

________________ THE ORCHID BOAT: WOMEN POETS OF CHINA. McGraw-Hill, 1972. (In Buena Park Public Library)

Roberts, Moss, ed. and tr. CHINESE FAIRY TALES AND FANTASIES. Pantheon Books, 1980. (In Anaheim Public Library)

Wang, Chi-Chen. CONTEMPORARY CHINESE STORIES. Columbia University, 1944.

______________ DRAMA OF THE RED CHAMBER. Twayne, 1958. Abridged ed.

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Yao, Hsin-nung. THE MALICE OF EMPIRE. University of California, 1970. o.p. (In Buena Park Public Library)

Yip, Wai-Lim, ed. and tr. CHINESE POETRY: MAJOR MODES AND GENRES. University of California, 1976. (Each poem is given first in Chinese, then in literal translation, and finally in more polished English translation. Very interesting collection)

Yuan, Hung-Tao. PILGRIM OF THE CLOUDS: POEMS AND ESSAYS FROM MING CHINA... Weatherhill, 1978. paper. (A NAIS title)

Xianliang, Zhang. CONTEMPORARY CHINESE SHORT STORIES. China Books, 1983. (In Cypress Media Center)

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Aldan, Daisy. POEMS FROM INDIA. Crowell, o.p. (In Buena Park and Cypress Public libraries. Easy and good)

Anand, Mulk Raj. TWO LEAVES AND A BUD. o.p. (Protest novel set in a tea producing country. Anand is a major novelist who writes in English. Recommended in GOOD READING)

_______________ THE UNTOUCHABLE. IND-US, INC., 1983. ("A fictional comment on India's abiding evil". GOOD READING)

Brough, John, tr. POEMS FROM THE SANSKRIT. Penguin, 1982. paper.

Banerji, Bibhutibhushan. FATHER PANCHALI: SONG OF THE ROAD. Indiana University, 1969. o.p. (Recommended by NAIS)

Buck, William, tr. MAHABHARATA. University of California, 1974. paper. (Suggested by NAIS)

_________________ RAMAYANA. University of California, 1976.

DeBary, William T. THE BUDDHIST TRADITION IN INDIA, CHINA, AND JAPAN. Modern Library (Random House), 1969. paper. (A NAIS title)

Desai, Anita. CLEAR LIGHT OF DAY. Harper, 1980. ("Sisters united in Old Delhi" - BOOKS FOR THE TEENAGE)

Deutsch, Eliot, ed. BHAGAVAD GITA. University Press of America, 1981. (Another NAIS title)

Embree, Ainslie T., ed. THE HINDU TRADITION. Random House, 1972. paper. (A NAIS title)

Eyton, JohnSeymour. THE DANCING FAKIR, AND OTHER STORIES. Ayer Co., 1969. (Short Story Index Reprint series. In Buena Park Library)

Gaer, Joseph. ADVENTURES OF RAMA. Little, 1954. (In Cypress Public Library)

Goetz, Hermann. INDIA: 5000 YEARS OF INDIAN ART. Crown, 1959. o.p. (In Anaheim Library)

Gupta, Brejen Kishore. INDIA IN ENGLISH FICTION, 1800-1970; AN ANNOTATED BIBLIOGRAPHY. Scarecrow Press, 1973. (Indic literature - translations. In Buena Park Library)

Haviland, Virginia. FAVORITE FAIRY TALES TOLD IN INDIA. Little, 1973. (Easy reading. In Anaheim Library)

Hollo, Anselm. MAYA, WORKS 1959-1969. Grossman, 1970. o.p. (In Buena Park)

Ions, Veronica. INDIAN MYTHOLOGY. Hamlyn, 1967. o.p. (In Buena Park)

Kirk, James A., comp. STORIES OF THE HINDUS. Macmillan, 1972. o.p. (In Buena Park Library)

Kripalani, Krishna. MODERN INDIAN LITERATURE. Tuttle, 1971. o.p. (In Anaheim Library)

Lal, P., ed. GREAT SANSKRIT PLAYS IN MODERN TRANSLATION. New Directions, 1957. ("Six pieces well-rendered" GOOD READING)

__________ MODERN INDIAN POETRY IN ENGLISH. IND-US, Inc., 1973. paper.

Markandaya, Kamala. A HANDFUL OF RICE. Crowell, 1966. (In Cypress Media Center)

________________ NECTAR IN A SIEVE. New American Library, o.p.? (In Cypress Media Center)

________________ SHALIMAR. Harper, 1983.

Menen, Aubrey. THE MYSTICS. Dial Press, 1974. o.p. (Title on Hinduism recommended by NAIS for High School level)

Misra, Vidyaniwas. MODERN HINDI POETRY. Indiana University, 1965. o.p. (In Anaheim Public Library)

Moore, Charles A. INDIAN MIND: ESSENTIALS OF INDIAN PHILOSOPHY AND CULTURE. University Press of Hawaii, 1967. paper.

Narasimhan, Chakravarthi V., tr. THE MAHABHARATA. Columbia University, 1973. paper. (A NAIS title in the Cypress Media Center)

Narayan, R.K. AN ASTROLOGER'S DAY, AND OTHER STORIES. IND-US, Inc., 1981. Paper reprint of the 1964 ed. (A NAIS title)

___________ BACHELOR OF ARTS. University of Chicago, 1980. ("Treats gently the indigent semi-intellectual" GOOD READING)

___________ THE FINANCIAL EXPERT. University of Chicago, 1981. ("Novel about the wiles of survival in a small town" GOOD READING)

___________ GODS, DEMONS, AND OTHERS. Viking, 1964. o.p. (In Anaheim)

___________ THE RAMAYANA OF R.K. NARAYAN: A SHORTENED PROSE VERSION OF A GREAT SANSKRIT EPIC. Viking, 1972. (In Cypress Media Center. Is within the grasp of every student)

___________ A TIGER FOR MALAGUDI. Viking, 1983. ("Ironic tale for more mature teenage appeal")

Nat-War-Singh, K., ed. TALES FROM MODERN INDIA. Macmillan, 1966. o.p. (Fiction. In Buena Park Library)

O'Flaherty, Wendy, tr. HINDU MYTHS. Penguin, 1975. (Recommended by NAIS)

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Rama Rau, Santha. GIFTS OF PASSAGE. o.p.
HOME TO INDIA. o.p.
REMEMBER THE HOUSE. o.p.
(these titles are still good reading, and can be found in most libraries)

Roadarmel, Gordon C., ed. and tr. A DEATH IN DELHI: MODERN HINDI SHORT STORIES. University of California, 1973. Paper ed. 1975. (In Buena Park Library and Cypress Media Center)

Seeger, Elizabeth. THE RAMAYANA. o.p. (In Anaheim Public Library)

Singh, Khushwant. TRAIN TO PAKISTAN. (Original title MANO MAJRA) Greenwood, 1975. Reprint of 1956 title. (Deals with the partition of British India in 1947. Recommended by NAIS)

Tagore, Rabindranath. ON THE EDGES OF TIME. Greenwood, 1978. (Bengali author. Recommended by NAIS)

____________________ SHEAVES: POEMS AND SONGS. Greenwood, 1950. (Another NAIS title for secondary school libraries)

____________________ THE TAGORE READER; ed. by Amiya Chakravarty. Beacon Press, 1969. paper. (A NAIS title in the Cypress Media Center)

Tripathi, Surya Kant. SEASON ON THE EARTH. o.p.? (In Buena Park Library)

Van Buitenen, Johannes. TALES OF ANCIENT INDIA. University of Chicago, 1969. paper. (Indian folklore; recommended by NAIS)

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Watts, Alan W. THE WAY OF ZEN. Random House, 1974. paper. (Another classic recommended by NAIS)

Zimmer, Heinrich. MYTHS AND SYMBOLS IN INDIAN ART AND CIVILIZATION. Princeton University, 1972. paper. (In Anaheim Library)

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Akutagawa, Ryunosuke. RASHOMON, AND OTHER STORIES. Liveright, 1970. (In Cypress Media Center)

Algarin, Joanne P. JAPANESE FOLK LITERATURE. Bowker, 1982. (Examines English language anthologies containing over 1000 folktales of Japan. Available in college and public libraries if you need a specific tale.)

Ariyoshi, Sawako. THE DOCTOR'S WIFE. Kodansha International/USA, 1978.

________________ THE RIVER KI. Kodansha International/USA, 1979.

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Basho, Natsuo. THE NARROW ROAD TO THE DEEP NORTH, AND OTHER TRAVEL SKETCHES. Gannon, 1974. also a 1984 ed. ("The greatest Haiku poet..." GOOD READING. In Buena Park library)

Birnbaum, Phyllis. RABBITS, CRABS, ETC.: STORIES BY JAPANESE WOMEN. University Press of Hawaii, 1982. (Fiction. In Buena Park Library)

Bowers, Faubion. THE JAPANESE THEATRE. Greenwood, 1976. (Reprinted from a 1952 edition, this is a good introduction to the various traditional forms - Noh, Kabuki, and Bunraku. Helpful comments on modern drama. Contains three Kabuki plays. GOOD READING)

Brandon, James R. STUDIES IN KABUKI: ITS ACTING, MUSIC, AND HISTORICAL CONTENT. University of Hawaii, 1978. paper.

Buchanan, Daniel C., tr. ONE HUNDRED FAMOUS HAIKU. Japan Publications, 1977. (Another title from NAIS)

Cohen, William H. A WALK IN SEASONS: AN INTRODUCTION TO HAIKU. Tuttle, 1972. (A NAIS title)

Davis, A.R., ed. and Kirkup, James. MODERN JAPANESE POETRY. University of Queensland Press.

Dorson, Richard M. FOLK LEGENDS OF JAPAN. Tuttle, 1962. paper. (In Cypress Media Center and Anaheim Public Library)

__________________ STUDIES IN JAPANESE FOLKLORE. Ayer Co., 1980.

Ferguson, John Calvin. JAPANESE MYTHOLOGY; bound with CHINESE MYTHOLOGY. Cooper Square, 1964. Reprint of 1932 edition. (In Anaheim Library)

Henderson, Harold Gould. THE BAMBOO BROOM: AN INTRODUCTION TO JAPANESE HAIKU. Folcroft, 1980. (In Anaheim Library)

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Hibbett, Howard, ed. CONTEMPORARY JAPANESE LITERATURE: AN ANTHOLOGY OF FICTION, FILM, AND OTHER WRITING SINCE 1945. Knopf, 1977. paper. (In Cypress Media Center and Anaheim Public Library)

Hisamatsu, Sen'Ichi, ed. BIOGRAPHICAL DICTIONARY OF JAPANESE LITERATURE. Kodansha International/USA, 1976. (Reference book recommended by NAIS)

Ise, Monagatari. THE TALES OF ISE. Tuttle, 1972. o.p. (In Buena Park Lib.)

JAPANESE FOLK AND FAIRY TALES. CMS X4528. n.d. Cassette Tape ZS Japanese C28. (In Anaheim Public Library)

Kawabata, Yasumari. SNOW COUNTRY; bound with A THOUSAND CRANES. Knopf, 1969. (Japan's Nobel laureate. In Cypress Media Center)

Keene, Donald, ed. ANTHOLOGY OF JAPANESE LITERATURE: EARLIEST ERA TO MID-NINETEENTH CENTURY. Grover, 1953. paper. (Another NAIS title. In Anaheim Public Library)

Keene, Donald, ed. MODERN JAPANESE LITERATURE. Grove Press, 1956. paper. ("Flavorful" GOOD READING. In Anaheim Public Library)

Keene, Donald. MODERN JAPANESE NOVELS AND THE WEST. University of Virginia, 1961. (A NAIS title that can be found in college libraries)

Keene, Donald, ed. TWENTY PLAYS OF THE NO THEATER. Columbia University, 1970. (In Anaheim and Cypress Public libraries. A NAIS title)

______________ WORLD WITHIN WALLS: JAPANESE LITERATURE OF THE PRE-MODERN ERA, 1600-1867. Holt, Rinehart and Winston, 1976. Also paper edition by Grove. (Another NAIS recommended title)

Kijina, Hajime, tr. THE POETRY OF POSTWAR JAPAN. University of Iowa Press, 1975. paper. (A NAIS recommended title)

Kito, Morio. HOUSE OF NIRE; tr. by Dennis Keene. Kodansha International/USA, 1984. (This is the first of this author's bestselling novels to appear in English. This family saga involves three generations of the Nire family, the eccentric owners of the Nire Mental Hospital)

Leiter, Samuel L. THE ART OF KABUKI: FAMOUS PLAYS IN PERFORMANCE. University of California, 1979. (Selected for high schools by NAIS)

Lewis, Richard, ed. THE MOMENT OF WONDER: A COLLECTION OF CHINESE AND JAPANESE POETRY. Dial Press, 1964. (In Cypress Public Library)

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Mishima, Yukio. DEATH IN MIDSUMMER, AND OTHER STORIES. New Directions, 1966. paper. ("Good sampling of violent themes of Mishima" GOOD READING)

______________ FIVE MODERN NOH PLAYS. Tuttle, 1957. (In Cypress Media Center. Retelling in a modern setting.)

______________ THE SOUND OF WAVES. Knopf, 1956. (Recommended by NAIS, Wilson, and BOOKS FOR THE TEENAGE. A story of tender love in a small village. In Cypress Media Center)

Moore, Charles A., ed. THE JAPANESE MIND: ESSENTIALS OF JAPANESE PHILOSOPHY AND CULTURE. University of Hawaii Press, 1967.

Morris, Ivan, ed. MODERN JAPANESE STORIES: AN ANTHOLOGY. Tuttle, 1977. (In Cypress Media Center and Anaheim Public Library)

Murasaki, Lady. THE TALE OF GENJI; tr. by Arthur Waley. Modern Library, still in print. (In Buena Park Library)

Namioka, Lensey. VALLEY OF THE BROKEN CHERRY TREE. Delacorte, 1980. ("Where two Samurai come to the rescue" BOOKS FOR THE TEENAGE)

______________ VILLAGE OF THE VAMPIRE CAT, A NOVEL. Delacorte, 1981. (Two Samurai versus a cunning killer" BOOKS FOR THE TEENAGE)

Piggott, Juliet. JAPANESE MYTHOLOGY; rev. ed. Bendrick Books, 1982. (Listed in Wilson's Senior High School Catalog. In Anaheim Lib.)

Pranko, Leonard C. GUIDE TO JAPANESE DRAMA. G.K. Hall, 1973.

Rexroth, Kenneth. ONE HUNDRED POEMS FROM THE JAPANESE. New Directions. (In Cypress Media Center)

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Sato, Hiroaki and Watson, Burton, eds. and trs. FROM THE COUNTRY OF EIGHT ISLANDS: AN ANTHOLOGY OF JAPANESE POETRY. Doubleday/Anchor, 1981. ("Poetry up to 1900" BOOKS FOR THE TEENAGE. Excellent collection. Good chapter on Haiku. In Buena Park Library)

Scott-Stokes, Henry. THE LIFE AND DEATH OF YUKIO MISHIMA. Farrar, Straus, 1974. paper. (Title selected by NAIS)

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Stewart, Harold. A NET OF FIREFLIES: JAPANESE HAIKU AND HAIKU PAINTING. Tuttle, 1960.

Tsushima, Yuko. CHILD OF FORTUNE; tr. by Geraldine Harcourt. Kodansha International/USA, 1984. (Novel depicting loneliness and need for family bonds in modern Tokyo)

Ueda, Makota. MODERN JAPANESE HAIKU: AN ANTHOLOGY. University of Toronto, 1976. (In Anaheim Public Library)

__________ MODERN JAPANESE WRITERS. Stanford, 1976. (Criticism of 18 writers. Good selection. In Buena Park Library)

Waley, Arthur. THE NOH PLAY OF JAPAN. Tuttle, 1975. paper. (In Anaheim and Buena Park libraries)

Yamamoto, Michiko. BETTY-SAN; tr. by Geraldine Harcourt. Kodansha International/USA, 1983. (Four award-winning stories)

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Bang, In and Ryuk, Yi. KOREAN FOLK TALES: IMPS, GHOSTS, AND FAIRIES. Tuttle. paper.

Baron, Virginia Olsen. SUNSET IN A SPIDER WEB: SIJO POETRY OF ANCIENT KOREA. Holt, Rinehart and Winston, 1974. o.p. (In Buena Park and Orange County System)

Carpenter, Francis. TALES OF A KOREAN GRANDMOTHER. Tuttle, 1972. paper. (32 Korean legends and folk tales. In Cypress Media Center and Garden Grove Regional Library)

Choe, Sun-u. 5000 YEARS OF KOREAN ART. Hyoman Publishing Co., 1979. o.p. (In Anaheim Library)

Chong-wha, Chung, ed. MODERN KOREAN SHORT STORIES. Heinemann, 1981.

In-Sob, Chong, ed. and tr. FOLK TALES FROM KOREA. Greenwood. (Grove Press lists as In-Sob, Zong)

Kim, Chong-un, ed. POSTWAR KOREAN SHORT STORIES: AN ANTHOLOGY. University of Hawaii, 1983. (In Cypress Media Center)

Kim, Yong Ik. LOVE IN WINTER. Doubleday, 1969. o.p. (13 short stories, post-Korean War. In Garden Grove Regional Library)

Ko, Won, tr. CONTEMPORARY KOREAN POETRY. University of Iowa, 1970. (A NAIS title for high schools. In Buena Park Library)

Koh, Chang-soo, tr. BEST LOVED POEMS OF KOREA: SELECTED FOR FOREIGNERS. Hollym Int.

Lee, Peter H., ed. ANTHOLOGY OF KOREAN LITERATURE, FROM EARLY TIMES TO THE NINETEENTH CENTURY. University of Hawaii, 1981. paper. (In Garden Grove Regional Library and Cypress Media Center)

____________ comp. ANTHOLOGY OF KOREAN POETRY: FROM THE EARLIEST ERA TO THE PRESENT. John Day, 1964. (In Buena Park Library)

____________ ed. FLOWERS OF FIRE: TWENTIETH CENTURY KOREAN STORIES. University of Hawaii, 1974. o.p. (Indexed in SHORT STORY INDEX. In Buena Park Library)

____________ POEMS FROM KOREA: A HISTORICAL ANTHOLOGY; rev. ed. University of Hawaii, 1973. (Recommended by NAIS)

____________ THE SILENCE OF LOVE: TWENTIETH CENTURY KOREAN POETRY. University of Hawaii, 1980. (In Cypress Media Center, Buena Park Library, and Garden Grove Regional Library)

Rutt, Richard, ed. and tr. THE BAMBOO GROVE: AN INTRODUCTION TO SIJO, THE MOST POPULAR KOREAN VERSE FORM. University of California, 1971.

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Casper, Leonard, ed. MODERN PHILIPPINE SHORT STORIES. University of New Mexico, 1962. o.p. (In Buena Park Library)

________________ NEW WRITING FROM THE PHILIPPINES: A CRITIQUE. Syracuse University Press, 1966. (Contains a comprehensive bibliography)

Rizal, Y Alonso, Jose. THE LOST EDEN (NOLI TANGERE). Indiana University Press, 1961. o.p. Reprint by Greenwood, 1971.

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San Juan, Epifano. INTRODUCTION TO MODERN PHILIPPINE LITERATURE. Twayne, 1974. (Tagalog literature. In Buena Park Library)

Yabes, Leopold Y., ed. PHILIPPINE SHORT STORIES, 1941-1955. University of Hawaii. 2-volume text edition.

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Hanh, Thich Nhat and Vo-Dinh. THE CRY OF VIETNAM; 2nd rev. ed. Unicorn Press, 1971. (A poetry collection)

Henschel, Robert L., Jr. SHORT STORIES OF VIETNAM. Guthrie, 1982. paper. (In Cypress Media Center)

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Phan Duy, DAN CA / FOLK SONGS. Phan Duy Enterprises. Distributed by Van Khoa. (Song book with 12 popular traditional Vietnamese folksongs and with piano adaptations by Phan Duy. Music with words in English, French, and Vietnamese. Highly recommended for those interested in Vietnamese culture and traditional music. - Los Angeles Schools)

Raffel, Burton. FROM THE VIETNAMESE: TEN CENTURIES OF POETRY. October House, 1968. (In Cypress Media Center, Anaheim and Buena Park libraries)

Schultz, George. VIETNAMESE LEGENDS; adapted from the Vietnamese. Tuttle, 1965. (In Cypress Public Library)

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Van Duong, Quyen. BEYOND THE EAST WIND: LEGENDS AND FOLKTALES OF VIETNAM. Burn-Hart, 1976. (In Garden Grove Regional Library)

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____________ A CRITICAL INTRODUCTION TO MODERN ARABIC POETRY. Cambridge University Press, 1976. paper.

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Boullata, Kamal, ed. WOMEN OF THE FERTILE CRESCENT: AN ANTHOLOGY OF ARAB WOMEN'S POEMS. Three Continents, 1978.

Brockett, Eleanor. PERSIAN FAIRY TALES. Follett, 1968. o.p. (In Buena Park Library)

Dawood, N.J. TALES FROM THE THOUSAND AND ONE NIGHTS. Penguin, 1973. (Selected by NAIS for secondary libraries)

Fernando, Lloyd, ed. TWENTY-TWO MALAYSIAN STORIES. Heinemann Educational Books (Asia) Limited, 1968. paper.

Gibran, Kahil. THE PROPHET. Knopf, 1923. (A NAIS title. In Cypress Media Center)

____________ A TREASURY OF KAHIL GIBRAN. Citadel Press, 1974. (A NAIS title. In Cypress Library)

Hamalian, Leo and Yohannan,John D., eds. NEW WRITING FROM THE MIDDLE EAST. Ungar, 1978. (Sel. by NAIS for secondary school libraries)

Johnson-Davis, Denys, comp. MODERN ARABIC SHORT STORIES. Three Continents, 1976. paper. (In Anaheim Public Library)

Khouri, Mounah A. AN ANTHOLOGY OF MODERN ARABIC POETRY. University of California, 1974. paper. Bilingual edition. (In Buena Park Lib.)

Kritzeck, James, ed. ANTHOLOGY OF ISLAMIC LITERATURE, FROM THE RISE OF ISLAM TO MODERN TIMES. New American Library, 1964. paper. (A NAIS title. In Cypress Public Library)

______________ MODERN ISLAMIC LITERATURE: FROM 1800 TO THE PRESENT. Holt, 1970. (In Cypress Public Library)

Lichenstadter, Ilse. INTRODUCTION TO CLASSIC ARABIC LITERATURE. Twayne, 1974. (In Buena Park Library)

Mehdevi, Ann Sinclair. PERSIAN FOLK AND FAIRY TALES. o.p. (In Anaheim)

Mezy, Robert. POEMS FROM THE HEBREW. Harper, 1973. ("Ancient, medieval, modern" BOOKS FOR THE TEENAGE, 1985)

Omar Khayyam. RUBAIYAT OF OMAR KHAYYAM. Crowell, 1964. (Everybody has a copy of this)

Rachlin, Nahid. FOREIGNER. Norton, 1978. ("A woman returns to her Iranian past" BOOKS FOR THE TEENAGE)

______________ MARRIED TO A STRANGER. Dutton. ("In a changing Iran" BOOKS FOR THE TEENAGE)

Raffel, Burton, ed. ANTHOLOGY OF MODERN INDONESIAN POETRY; 2nd ed. State University of New York Press, 1968. paper. (In Anaheim Library)

Toth, Marian Davies. TALES FROM THAILAND: FOLKLORE, CULTURE, AND HISTORY. Tuttle, 1983. (Title from Bowker's GOOD READING)

CANADIAN CHILDREN'S BOOK AWARDS

By Linda Pearse

A SHORT QUIZ

1. What awards are there for children's books in Canada?
2. Which books won awards in 1986?

Even within Canada and within our own profession, I think the majority of us would be hard-pressed to name even eight of the possible seventeen answers to each of the above questions. Admittedly some of the awards are regional, but most are not. As a children's librarian in a public library, I find that adults concerned with children's literature are far more likely to be aware of the American Library Association's awards than know those from our own organization.

The reasons such a situation exists are historical, geographic, and economic, relating to our ties with the United States and Britain. Only in the last fifteen years have we begun to publish what might be considered a full body of children's literature in Canada, although some books for children have been written in this country since the late 1800's. The publishing boom of the last decade is directly related to a stronger sense of nationalism that demanded more government support and promotion of Canadian Culture.

The Awards

The oldest award is the Canadian Library Association's Book of the Year for Children Award. Established in 1947, it was one of the first literature awards in Canada, and reflects the association's ongoing commitment to fostering excellence in children's books. Although venerable, this CLA award is not particularly well-known. It does not carry any monetary prize but consists of a gilt medal which is presented at a banquet at the annual conference. One is tempted to think that a less cumbersome title might also help raise its profile.

Books written for children up to the age of fourteen are eligible for this book award. The 1986 winner was *Julie* (Western Prairie Producer Books) by Cora Taylor. The story of a young girl with psychic powers and her resulting isolation from other people, this book's strength lies in Taylor's powerful use of landscape as the medium for Julie's visions.

Another CLA award presented annually in the form of a medal is the Amelia Frances Howard-Gibbon Illustration Award. This year's winner was Ken Nutt for his illustrations of *Zoom Away* (Groundwood Books) by Tim Wynne-Jones. Nutt was a previous winner in 1984 for the first book about Zoom the Cat, *Zoom at Sea* (Groundwood Books). The pencil drawings in both books are technically very sophisticated and controlled, yet full of wit and humour that add an extra dimension to the text.

The Canada Council Awards offer the most financial remuneration to authors. Each year a $5,000 award is made to winners of the best text and illustration of children's books in both official languages, English and French. The 1985 awards were announced late in 1986 at the first national conference on children's literature, "Canadian Images". *Julie* (Groundwood Books) by Cora Taylor was again the winner for English text, while Terry Gallagher won for her bold black and white illustrations of the legend *Murdo's Story* (Pemmican Press). The winner for illustration of a French book was Robert Pare's *L'alphabet* (Edition la Courte Echelle). The winner for French text was *Casse-Tet Chinois* (Pierre Tisseyre) by Robert Soulieres.

The IODE (International Order of Daughters of the Empire) has become a strong supporter of Canadian children's books. The Toronto Chapter first presented an award to Dennis Lee for *Alligator Pie* in 1974. The award can be made to authors or illustrators, but the book must be geared for children between six and twelve years. The 1986 winner was

The Sorcerer's Apprentice (Kids Can Press) by Robin Mueller who illustrated and wrote this version of the story. The full-page intricate paintings capture the magical elements of the story.

The National Chapter of the IODE has also established an award with a cash value of $3000. Books must be for children under thirteen years and have at least three hundred words of text. The winner in 1986 was The Quarter-Pie Window (Porcupine's Quill) by Marianne Brandis. The novel is a sequel to The Tinderbox (Porcupine's Quill) and is set in Upper Canada in the 1830's. It chronicles Emma Anderson's struggle to survive and grow in a harsh social environment under the stern guardianship of her aunt. The title refers to the blackened window which provides Emma with a way of viewing both her internal and exterior worlds.

The Vicky Metcalf Award, sponsored by the Canadian Authors' Association, honours a writer for his or her body of work which is defined as at least four titles appealing to children between the ages of seven and seventeen. The award was established in 1975, and is accompanied by a $2000 prize. With some notable omissions, its list of winners reads like a "who's who" of Canadian children's literature. The winner for 1986 was Dennis Lee.

Another award sponsored by the Canadian Authors' Association is specifically for children's short stories published in anthologies or magazines. The 1986 winner of the Vicky Metcalf Short Story Award, with its $1000 prize, was Diana Wieler.

One award is distinguished by the fact that its final jury is composed of children. The Canadian Booksellers Association and the Ontario Arts Council sponsor this award, known as the Ruth Schwarz Award. The 1986 winners were Robert Munsch and Michael Martchenko for their collaboration on Thomas' Snowsuit (Annick Press). A distinction of this year's choice is that it honoured the writer of a picture book, Robert Munsch, as well as the illustrator. Writers of picture books, who do not illustrate their own work, seem to be short-changed when it comes to award recognition. Most prizes for writing seem to favour authors of longer works over those of picture books.

An award which focuses on a more specific age group is the Young Adult Book award, established by the Saskatchewan Library Association. It is also the one award which specifically includes poetry and plays along with novels as potential winners. This year's winner is Quarter-Pie Window (Porcupine's Quill), making this the second year in a row that this award's winner has coincided with that of the IODE.

The province of Alberta leads the country in number of regional awards. The Writing For Young People Competition, sponsored by Alberta Culture and Irwin Publishing carries a cash prize of $1500 and $1000 advance on royalties from Irwin. Awarded every second year to an Alberta author, the prize was won this year by Cora Taylor for Julie (Western Prairie Producer), making this title a three time winner in 1986.

The other award from Alberta is the Writers' Guild of Alberta R. Ross Children's Literature Award. Last year's (1985) winner was In the City of the King (Groundwood) by William Pasnak. This full-fledged fantasy for middle readers mixes romance and intrigue in its story of a young girl and a travelling musician as they try to save the kingdom from a takeover by palace priests.

In Atlantic Canada, the Nova Scotia Writing Competition has categories for the province's children's writers. Publication is not guaranteed with the award, although the 1985 winner, When Osprey Sails by Patricia MacKenzie-Porter was published by Nimbus in Halifax. The 1986 winners were Carol Ann Wien for A Gift for Michael and Pat Muir for Rose.

French language books for children were first honoured by CLA in 1953. This Livre de l'annee pour enfants was replaced in 1974 by Le Prix Alvine Bélisle from the French language counterpart of CLA, ASTED. The 1986 winner was Zunik (La courte echelle) by Daniel Sylvestre. There is a $500 prize with the award.

The newest award was established in 1986 by the Canadian Section of IBBY (International Board on Books for Young People.) The Elizabeth Mrazik-Cleaver Canadian Picture Book Award is open to books published in either French or English. The first winner is By The Sea (Kids Can Press) by Ann Blades. The deceptively simple images, along with the muted colours evoke the mood of a child's day at the beach in a northern country.

DO BOOK AWARDS MATTER?

The underlying assumption of this survey has been that singling out books for awards is a positive way to encourage excellence. As a recent member of an awards committee for CLA, I am only too aware of the pitfalls and shortcomings in the process of choosing a winner. One criticism which always arises is the relevance of award winning books to what children *really* want to read. Certainly many winners of the CLA book award would not be high on many children's "best book" list, and some authors favoured by children have not won awards. Another criticism, heard less in recent years, is that awards are often given for their own sake, whether or not any of the candidates deserve an award.

I have a certain sympathy for these criticisms, and would not like to defend every winner on these lists. But with all their problems, awards do have a place, not only in encouraging children's writers to keep writing, but also in fostering acceptance, credibility, and respect for children's literature in the larger milieu. The problem with awards in this country is that they are very little known outside the small circles they encompass. Given the relatively recent emergence of a full-scale children's literature in this country, perhaps this is to be expected. But awards have been an important factor in developing our own children's writers and could continue to help "spread the word", if promoted. The time has come for Canadian publishers, writers, teachers, and librarians to make better use of our own institutions as well as the media to heighten the public's awareness of the prize winners in their midst.

INFORMATION ON CANADIAN CHILDREN'S BOOK AWARDS

The Canadian Book Information Center produces a pamphlet Canadian Books for Younger Children which includes a list of all the above awards and a list of their winners back to 1975. As well, The Children's Book Center produces a regular newsletter which includes news of recent award winners along with articles and reviews. It can also provide a complete listing of all past award winners.

CANADIAN BOOK INFORMATION CENTER
National Office
70 The Esplanade
Toronto, Ontario
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Telephone: (416) 362-6555

CHILDREN'S BOOK CENTER
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WINDOWS ON THE WORLD: JAMAICAN LITERATURE FOR CHILDREN

by Cherrell V. Robinson

In presenting this paper, I will refer in general terms to the West Indies although focusing on Jamaica since we tend to share a common history of development in many areas, including literature. I would also like to state that the main thrust will be that of the need for indigenous literature and how some Jamaican writers have been responding to this.

Jamaica, along with its other English-speaking neighbours in the West Indies, has a history of European colonisation, slavery, emancipation and the gradual achievement of independence. Our island was first claimed in 1494 by the Spanish who were expelled in 1655 by the English under whose control it was to remain until its independence in 1962. Approximately seventy-five percent of the present population is of African descent, indicative of the years of forced migration of our ancestors from the shores of Africa to a life of enslavement in the West Indies. The remaining twenty-five percent consists of a mixture of races such as East Indians, Chinese and Europeans, among others, which rightly earns us the national motto "Out of many, one people".

The English colonisation of Jamaica meant that all the social institutions were modelled on those found in England. So in school we were taught English literature with little or no incentive given to local literary development. It was not until the early twentieth century that the growing nationalistic desires provided the impetus for creating a literature of our own.

The struggle of Jamaica and the other West Indian islands for independence grew out of an awareness of the need to synthesize past historical experiences to create a national identity uniquely expressive of themselves. This nationalistic fervour was not confined to politics but also extended to the field of literature, which is not surprising since the written word is a powerful tool in shaping the consciousness of any people. About this time the first local writers emerged, whose early works imitated the English. But as their confidence grew, they explored issues familiar to their own societies and developed their own literary style.

In the development of a national awareness and identity we cannot over-emphasize the value of an indigenous literature in helping to define a people. Literature that makes them aware of their past and affirms their present life through the positive portrayal of their culture is essential, especially for the young. We are all aware that we gain our identity in part from how we believe others perceive us. Therefore continuous exposure to a literature that omits any reference to us, or that describes us in derogatory terms,will hinder the development of a positive self-image.

Very often the West Indian child finds himself in this position since most of his reading materials originate in the United States or England. This is not to deny the value of reading the literature of another country or the contribution made to black self-esteem by some of the Afro-American literature presently available. But we must acknowledge that neither adequately meets the need of these children for an appreciation and acceptance of their own society. For this reason, the West Indian child must have a literature that presents his society with dignity so that he will be proud of his nationality and cultural heritage.

The lack of indigenous poetry during the early twentieth century is poignantly expressed by one of our writers:

> To my great pain I was brought up on Tennyson, Browning and Wordsworth, Keats and later Shelley. But something was missing. I knew I lived in a region of bewitching beauty but I found no poets to open magic casements on my fields of bananas and orange trees in the way Keats transformed or Wordsworth illumined the English countryside. Without knowing why I felt a little poverty-striken, because there was no West Indian poet with whom I might walk as I did with the poets of England...[1]

At the time, the above statement was applicable to all West Indian literature, including that for children. A few adult titles were available but it was not until the 1940's onwards before a clearly identifiable body of West Indian literature (including that of Jamaica) began to emerge. Recurrent themes were the search for an identity, social injustices, and the creation of a new society.

Scant attention was paid to literature for children except for sporadic collections of folktales, nonsense verses and short stories. There were several reasons for the slow development of literature for children -- the use of English texts in the school, the absence of incentives (including smaller remuneration) for providing this type of material, the lesser status awarded children's authors and a general failure to recognize the importance of such literature. We therefore find that the local writers spent most of their energies establishing themselves with adult books before they considered writing for children. Consequently, very few of our authors write solely for children.

The 1960's saw the appearance of a trickle of children's books written in response to a growing demand initiated in part by the then newly gained independence and the realization of the need for indigenous literature. Because of the market's bias towards educational materials, most of the titles are non-fiction although there has been a steady stream of mostly historical or contemporary realistic fiction.

For the purpose of this paper, we will look at the contribution of three Jamaican writers of fiction to indigenous literature for Jamaican children. Emphasis will be on the word "indigenous" meaning not only that which is originally produced within a country, but also that which is truly reflective of the local society. Bruce King identifies some of the aspects of the development of an indigenous literature as the creation of myths of the past, the use of local scenery, a study of local lives, an emphasis on community and nation, and the modification of the language by the use of local forms and rhythms of speech.[2] Some of these will form the basis for my assessment of the writers' contribution.

The decision to highlight this aspect of the literature should not be taken to imply that it is the only criterion for evaluation. Among other things, an interesting plot, strong characterization, and good style are equally important.

In Jamaica, for a very long time, the study of history meant the

European perspective of events, which very often glorified their deeds and cast that of the nationals in a negative light. In its search for an identity, a society must create a sense of its own history to tell its people where they are coming from so they can better understand the present and plan for the future. In addition to this, the need for local heroes forces us back to the past which must be recreated from our viewpoint since the records branded as rebels many of our brave people who fought for our freedom.

One Jamaican writer who has undertaken this task is Victor S. Reid, a distinguished author of adult books for which he has won international acclaim, who has also written three books for children. Reid selects important historical events on the island's journey to freedom and clothes them with flesh and blood for children to see and remember the past that has created the present society.

Reid is overtly nationalistic believing that every West Indian island must have its own national identity and culture of which it should be proud. He sets out to contribute to this in all his writings, as is summed up in his own words:

> What I have attempted is to transfer to paper some of the beauty, kindliness and humour of my people, weaving characters into the wider framework of these... years and creating a tale that will offer as true an impression as fiction can of the way which Jamaica and its people came today.[3]

The themes of freedom and the right to self-determination bear out this commitment to nationalism. Young Warriors depicts life among the Maroons nearly three centuries ago. The Maroons were slaves who in their refusal to be subjugated escaped to the mountains where they established their own communities in defiance of the English. From their vantage point, they constantly waged guerilla warfare with the English, in many instances getting the better of them. Eventually a peace treaty was signed between both parties guaranteeing the Maroons their freedom long before slavery was abolished.

For Reid, the Maroons embodied the spirit of the true Jamaicans because they refused to surrender their dignity and right to exist as a people and it was through them that much of our African cultural heritage has been preserved. Their way of life is realistically described as we see their skills at hunting, fighting, and their struggles to maintain their sense of community. The story is told from the point of view of three young boys preparing to become warriors. We share the anxieties of their initiation rites to become accepted as real warriors, and the excitement of their adventures as they are forced to fall back on their rigorous training to protect their village from a British attack. Their success in so doing will make any Jamaican child reading the story identify with the heroes and be proud of his heritage. It will also appeal to a wider audience because of an intriguing plot, plenty of action, and well-rounded characters.

The portrayal of the Maroons as real human beings capable of warm, loving relationships, and who only fight to survive,is in direct contrast to that of the British. To the latter, they were a recalcitrant people to be either subjugated or exterminated.

The writer's mission of reconstructing the past from our perspective is continued in his other books, Peter of Mount Ephraim and Sixty-five. Both books provide a fictionalized account of the lives of two of our national heroes -- Sam Sharpe and Paul Bogle -- and their participation in important events affecting our development as a nation.

Peter of Mount Ephraim is set in 1831, the year of the last slave uprising, led by the Baptist preacher, Sam Sharpe. He was responsible for inciting the slaves to strike with the belief that their emancipation had already been granted and was being withheld by the plantation owners. Many sugar estates were put to the torch, people from either side were killed before the might of the colonizers prevailed and Sam Sharpe was executed. However, this was one more step in the march toward freedom.

A similar fate was accorded Paul Bogle in 1865, as recounted in Sixty-five. On both occasions Reid goes to great lengths to show the reasons why the Jamaicans behaved as they did. In the first instance they were frustrated with the slowness with which Britain approached the question of emancipation. After years of cruel treatment, they were understandably impatient for liberation. In the second instance, although freedom had come, conditions under the colonial government were intolerable, and their appeals for help fell on unsympathetic ears. In their attempt to get justice, a riot erupted which was promptly labelled a rebellion to justify the harsh punishment meted out to the offenders.

Different periods of Jamaican history are skillfully brought to life as Reid interweaves public events with private family life to show the emergence of a people from oppression to freedom. So we see how Bogle's militant activities threaten the Murrays close family relationships in Sixty-five. Grandpa is convinced that Bogle is misguided in his efforts to train an army, rather than negotiate with the British for better social conditions. Grandpa's son holds the opposing view that only a radical approach will bring about the necessary changes. The freedom-fighting activities of Bogle constantly impinge upon the Murray household and serve as a reminder of the significance of what is taking place in the wider community.

One of the difficulties facing the writer of historical fiction is how to quickly convey a sense of time and place, and introduce the plot without losing the reader. This integration of historic detail into the flow of the story is handled with varying degrees of success by Reid. For example, in Young Warriors by the end of the first chapter we know a great deal about the Maroons by the unobtrusive interpolation of facts. Part of the young warriors' initiation involves a quiz on Maroon history and this serves as a vehicle for conveying much background information in a natural manner. At other times this is ineptly handled as when Japheth teasingly fills Queenie in on Jamaican history in Sixty-five.

We sense the author's love for country as he describes the landscape and the beauty of the foliage in this sun-drenched land. Any Jamaican child will recognize and appreciate the setting.

The search for freedom -- personal and national -- is a universal theme appreciated by all. In our case, the Jamaican child should gain a greater understanding and appreciation of the sacrifices that our forefathers had to make so that we can enjoy our present freedom. One of the characters sums it up succinctly:

> Tell them this, my son. Tell them, the children of tomorrow, that we did what we did because we desired a better life than we had. Tell them that today was not ours, but that tomorrow belongs to them...[4]

For this type of literature, vividly drawn characters are vital for its success and to sustain the reader's interest since history by itself tends to be boring. Historical fiction aims at bringing alive a period from the past through the lives of the people. Reid tells his stories through the eyes of the young caught up in the events of history. In many instances, they are direct participants serving as spies or as young warriors fighting the enemy. These children are realistically portrayed and share in common with others anywhere the love of adventure, an insatiable curiousity and moments of alternating fear and bravery.

Some of the adult characters are well-delineated, such as crusty old Grandpa impatient with Bogle's feeble attempts at training his soldiers, or Jacob the brash freedom lover who runs away to join the escapers in the hills. There is no trace of condescension or rejection of our racial heritage in Reid's description of Sam Sharpe. He invests him with dignity and a sense of beauty peculiar to our people:

> The preacher held his hands aloft and quiet descended on the clearing... His skin was so handsome it glistened like black diamonds in the flaring torches. His eyes were deep in the sockets. Bold as a hawk was his head, the nostrils wide and lips full out. Nobody looked away from him.[5]

Reid succeeds in providing a knowledge of our past, in creating heroes with whom the child can identify, and in imparting dignity, national pride and an acceptance of his own people, and thus himself.

While Reid chronicles our past struggles on the road to nationhood, Andrew Salkey deals with the present by using as a backdrop the natural and man-made disasters that threaten the Jamaican people. Salkey writes for both children and adults. His first four children's books are aptly named: Drought, Earthquake, Hurricane and Riot. These are the best know locally and internationally of his eight books for juveniles, with Hurricane winning the German Children's Book Prize in 1967. The assessment of his contribution to Jamaican children's literature will be confined to the above-named quartet.

Salkey sketches graphically a physical environment that is immediately familiar to the child. He brings all his literary powers to bear in describing the relentless cruelty of the drought, the destructive ferocity of the hurricane and the horrors of an earthquake:

> [The earthquake]... started out sounding like a giant engine buried in the ground, revving up to get loose and trying to break through and blast its way to the surface... the house shook violently and the movements continued, mixing and overlapping, jarring, bumping, swelling, rumbling, rushing, rocking...[6]

Here is captured the confusion of sounds and movements occurring simultaneously during an earthquake. Throughout these books the landscape predominates, and increases the authenticity of the stories.

All four books are structured similarly. There is a prologue that sets the scene, introduces the main characters and briefly hints at the plot. The real story is then played out in three parts. Such an arrangement reinforces the reader's view that the novels were written to a set formula resulting at times in a lack of spontaneity and the feeling of contrived events. Despite this, Salkey does have some good moments that provide insights into the Jamaican experience as events are related from the perspective of the junior protagonists, and we get glimpses into the lives of rural folk and the more sophisticated urban residents.

The world of the children is curiously juxtaposed with that of the adults. We find the children very often resorting to their own world of "make-believe" in an attempt to cope with the harsh realities of life, while the adults tackle them in a rational manner. Ricky, Polly and Doug in Earthquake play the game "Desert Island", while Seth and his companions in Drought play "Rain". Inevitably at some point in the story the worlds of "make-believe" and reality collide and we are never sure what is the exact nature of the effect of one upon the other. For instance, when the children built an altar, offered a sacrifice and contacted the dead villagers in a kind of seance, water is found and shortly afterwards it rains. In our Jamaican society we are well aware of the dual nature of looking at events. The first is with the cold rationality of the Western society, the second is with the deep underlying supernatural beliefs inherited from Africa.

Salkey's characterization is not always very strong especially in the children who sometimes are too restrained in their behaviour and cannot seem to escape their middle-class background, even when the writer casts them in a rural setting. Those in Earthquake are the most realistically drawn. However, we must credit the author with being one of the first to positively present the Rastafarian in a child's book. At the time of writing they were still regarded as social misfits. The Rastafarians belong to a semi-religious sect that is totally indigenous to Jamaica. The adherents believe that their only salvation lies in a physical return to Africa from whence they were rudely plucked centuries ago. Their longing to return to their ancestral homeland reflects the nature of the dilemma we face in the quest for an identity in a society comprised of so many racial mixtures.

This positive portrayal of Marcus goes a long way in helping the Jamaican child to accept this group. Today, the Rastafarians are well integrated into the society and are no longer confined to the poorer class, or rejected.

Riot is the only one of the quartet that does not refer to a natural disaster; rather it is about a man-made upheaval. This does not make it any less representative of the Jamaican situation. The story is loosely based upon the start of the Labour Movements in the 1930's that led to the formation of trade unions and eventually local political parties. From this period emerged two more of our national heroes who fought on behalf of the common people. One is referred to in the story, although not so named, and we see his agitations for better working and living conditions for the poor.

In recalling social history, no matter how loosely, Salkey gives us a clearer understanding of the forces at work in the life of the Jamaican people that causes them to riot. The people have always been known to protest the injustices of any social condition under which they are forced to live, at whatever time. The same was true for slavery and still holds good today.

The reader's interest is sustained in the book by the variety of antics by which the three boys contrive to be a part of the happenings despite their parents' attempts to deny them this privilege.

The most satisfying of the quartet is Earthquake -- the characters are more rounded and real, the action progresses faster and builds up to an exciting crescendo when a huge earth tremor frightens the children and buries their friend Marcus. This forces Grandpa to tell them the long-delayed account of a real earthquake that occurred in 1907. In the process, Salkey exhibits his descriptive skill in recreating the horrors of the moment.

The resilience of the Jamaican people in times of trouble repeatedly shines through and should serve to remind the child that life goes on after the occasional earth-shattering disturbance, whether man-made or natural.

Despite the weaknesses evident in Salkey's works, we must acknowledge his contribution to our indigenous literature. He has realistically sketched the natural and social environment and has presented the Jamaican child with dignity. The young reader will find much to identify with, and should come away with a reassurance of his own person.

There is one additional point that must be made about these four books that relates to the illustrations. I consider Papas' caricatures totally inappropriate. The exaggerated features and comical expressions can only serve to reinforce stereotypes held about blacks and so rob these people of the dignity and respect they deserve. They do very little to enhance the self-esteem of the Jamaican child.

We leave behind Salkey's world of disasters and staid children to enter that of C.Everard Palmer, inhabited by exuberant children with the right dash of courage to encounter life's problems. Palmer is the most prolific Jamaican writer for children to date and only two of his thirteen books are not set in his country, although he has been resident in Canada for many years. Absence from his homeland has not diminished his ability to vividly recall rural life as he knew it some thirty years ago. With great clarity he portrays Jamaican village life -- the rivalries, petty jealousies, and the daily round punctuated by the rituals of birth, marriage, death, and the occasional natural disaster. His books are a celebration of the simple life and the reader can easily identify with the activities of the heroes as they shoot birds, go fishing, bathe in the river, or participate in the village fair. His skill at describing rustic living evokes nostalgia in the adult and a savouring of the recognition of himself for the young.

The characters are colourful, well-developed, and true-to-life. We find it hard to forget the flamboyant trickster, Big Doc Bitteroot, as he bursts on the scene at Kendal and mesmerizes the whole village. The worldly-wise Beppo Tate engages our attention as he devises new schemes to add spice to his life. We watch with suppressed amusement as he plays Cupid for two wavering lovers or as he encourages his friend Roy to run away with him so that others will learn to appreciate them. The main characters all exhibit signs of growth that can provide valuable insights for the reader. Big Doc Bitteroot, in the book of the same name, recognises the error of his ways and makes amends; and Timmy and Milton in the Cloud with the Silver Lining learn a great deal about life as they shoulder the responsibilities of running the household after grandfather's accident. Rami (My Father Sun-Sun Johnson)asserts his growing independence when he defies his mother and has his father buried at the new land as his father would have wanted it.

All of Palmer's books have simple, straightforward plots narrated in a clear, sparkling style. The protagonists are mostly male, which render the books attractive to boys, although girls still find them interesting. They are filled with quiet humour and prove to be entertaining without any pretensions toward didacticism. Critics often accuse Palmer of a lack of seriousness but he admits that he writes primarily for entertainment, and we cannot deny the need for such books. There is a time to laugh and a time to cry, and Palmer helps us do the former.

Nevertheless, he made a radical departure from his premise when he wrote My Father Sun-Sun Johnson. The bustle of country life is still there but the book strikes a sombre note throughout as the author explores the psyche of Rami, a teenage boy who chooses to remain with his father after his family is divided by divorce. The story is presented from the teenager's consciousness as he struggles to come to terms with what has happened, and his continual self-doubts about making the right decision to stay with his father. The fragmentation of the family by divorce is a very real issue and it is refreshing to see the problem presented from a local perspective since most of our children are only exposed to the problem novels of North America. There is no occasion for laughter as we experience vicariously Rami's pain as he watches his father lose his home, wife, children, and finally his life because of a greedy rival.

In a personal interview with the author some years ago, I had the opportunity of questioning him about his uncharacteristic approach to this book. He acknowledged that it was a departure from the normal, motivated by something personal. The theme was greed and its ability to destroy, represented by the avaricious Jake.

The author's language is lucid and crisp, sweeping the reader along at a rapid pace. When faced with the need to reflect the peculiar flavour of the Jamaican language, Palmer fared better than either Reid or Salkey. Reid relies on the use of local imagery, while Salkey occasionally drops a final letter to convey non-standard English. Palmer succeeds in maintaining the Jamaican speech patterns by his careful choice of idioms and ellipses while still rendering the dialogue comprehensible to foreigners. This use of the local speech patterns helps to establish the experience of community for the Jamaican reader and serves as a further confirmation of himself.

In his novels Palmer sometimes displays a tendency towards melodramatic endings which weaken his plots. This is clearly seen in Big Doc Bitteroot and My Father Sun-Sun Johnson. But in general he has transmitted to his readers a love for the countryside, an appreciation for the inhabitants and a strong sense of self-esteem conveyed through the positive portrayal of the children and their families.

This paper only attempted to open the windows a little on the world of Jamaican literature for children which is still in its infancy. We have a long way to go. Among other things we need fantasy to add new dimensions of experience to our daily lives and more social realism to give us valuable insights into the problems faced by our young. We therefore anticipate the emergence of more indigenous writers who will creatively explore the realities of Jamaican life, language, history and culture in a way that will foster a sense of wholeness so that our children can move forward to face life with confidence.

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WHAT SHALL WE TELL THE CHILDREN?

CHANGING SOCIAL ATTITUDES AS RELFECTED IN LITERATURE FOR YOUNG READERS

By Anne Taylor

In the Preface to my dissertation on sex education, written in 1967, I linked pronouncements from government publications from 1934 to 1963, all stressing the importance of sex education in schools, yet none of them offering a firm base on which this instruction might be planned and carried out. Commenting on the gap between theory and practice I then wrote:

> 'Prudery, lack of knowledge, embarrassment, or some other reason, seem to prevent many of those adults who are concerned with the education of children and young people from coming to grips with this subject, and an unspoken policy of pas devant les enfants seems in many instances to be followed, while from newspapers, magazines, advertisement hoardings and television screens comes the soft and easy message of sexual attraction and success.'

Much of the reading and research I then undertook bore out the double-edged attitude of parents, teachers and youth workers: sex education should be given, but by someone else. Adolescents revealed their uncertainties and fears, and a group of twenty year old students when asked to indicate areas of sex in which guidance would have been welcomed provided the following table: (Table 1) An investigation into areas of the school curriculum in which sex education was given revealed that whilst facts of sex are most frequently dealt with in biology, moral standards come into religious education and English (Table 2). It is fitting that sex relationships should be considered in English lessons, for the flowering of the aesthetic feelings during adolescence is in some ways related to sexual development and should be fostered in the school through the aesthetic subjects such as literature, art, music and drama. Of these perhaps English is the subject best suited to the purpose, for here is abundance of material with which to appeal to the tender feelings of young people, to their idealism, their love of beauty, their admiration of fine human natures. Here personal behaviour and standards can be discussed, and also questions of personal relationships, and of personal responsibility - towards onself, one's family, friends, school, community, and towards society as a whole.

W.D. Wall's publication, Education and Mental Health (UNESCO) (Harrap, 1955, p.203) bears out the point:

> 'Thus the teaching of religion, history and literature, particularly the novel, poetry and drama, have an immense contribution to make in the hands of a teacher who is sensitive enough, both in his choice of texts and in his questions and comments, to meet the half-formulated inquiries of his class, and to allow them at times, without real or implied criticism of their callow-judgements, to discuss personal issues in the light of the views expressed by the great writers.' p.203

Likewise, a report presented to the British Council of Churches in 1966 and entitled Sex and Morality states:

> 'Courses on human relations should become part of the curriculum of all schools, and developed at appropriate points up to and including the sixth form.'

An approach is suggested through the reading of suitable texts which deal imaginatively and sympathetically with the problem of personal relationships - Stan Barstow's A Kind of Loving is mentioned as a suitable text for adolescent reading.

A Kind of Loving is just one of many texts which at that time seemed to me to be suitable for the purpose. L.P. Hartley's The Go-Between, D.H. Lawrence's Sons and Lovers and The Rainbow, Thomas Hardy's Jude the Obscure and Tess of the d'Urbervilles, James Joyce's A Portrait of the

Artist as a Young Man, L.P. Hartley's Eustace and Hilda trilogy - these were some of the novels that suggested themselves at that time.

That was in the sixties. Since then there has developed a new area of publishing for adolescents: books for young adults, books for young people, come off the presses and go onto the library shelves without an eyebrow being raised. Do the librarians know the contents? Do parents know what their children are reading about? How do we distinguish between the trashy and the ephemeral and the literature which can influence for good? One of my own students, reviewing a novel written for teenagers, commented on this problem, realizing that literature should take all of life for its province yet sad that false attitudes and values are being perpetrated. She wrote:

> 'While it is good that novels for teenagers should reflect the world as it is, it is nevertheless sad when low moral standards are presented, as if to represent the world as it should be.'

Frank Eyre, in British Children's Books in the Twentieth Century discusses the growth of didacticism in children's fiction, the new cult of the roman à thèse:

> 'It is no longer true to say that there are no books about life in difficult circumstances. We have books about girls with illegitimate children, drunken fathers, and coloured lovers; about pop stars and back street gangs; about punch-ups and other violence; about most of the fashionable topics of today. There are now many such books, some better than others, but most of them honest in purpose and performance. Nevertheless the majority of them have a slightly unnatural air. There is a sense of striving, of too deliberate contriving, that is missing from other kinds of British children's fiction and it seems likely that this kind of reality does not come naturally to our writers.'
>
> British Children's Books in the Twentieth Century, Longman. 1971 p13

Of contemporary writersof children's books he comments:

> 'He will be increasingly concerned with problems that are intellectual, emotional, moral and social rather than the practical ones that confronted his counterpart in the 1930's and 40's.' p.78.

He goes on to say that the writer:

> '... will have asked himself what he is seeking to achieve; whether he believes that children will really enjoy and benefit from, like, or even understand what he is trying to tell them. He will have tested his own views on morality, religion, right and wrong, evil, cruelty and pain - even, nowadays, sex in relation to their effects on his young readers. He may even, without all this prodding and pushing from the well-intentioned, want to make children experience the suffering caused by prejudice, hate, meanness, stupidity.' p.79.

If we accept that literature takes all human experience for its province, then we must accept that books written for children and young people may deal with birth and death, with fear, suffering and disease, drugs, illegitimacy, colour, race and rejection, adoption, divorce, sex relationships, including homosexuality and lesbianism. It is the insight of the creative artist that captures and comments on these areas of human experience and helps the reader to see his individual suffering or anxiety within the universal pattern. In a recent article in English in Education entitled People Without Faces: Adolescent Homosexuality and Literature by Paul Slayton and Brenda Vogel, the whole area of adolescent sex experiences is explored with emphasis on the role of literature in helping young people to come to terms with their problems.

> 'Our artists, particularly those who write fiction, often see the human experience more clearly and thus are best able to report and clarify our human experiences for us. Writers of fiction for adolescents, particularly those writing in the last two decades, have begun to probe the problems confronting this age group,

> including problems in sexuality.' p 5.

While preparing this paper I wrote to Aidan Chambers, author of several books for young people which include what might be seen as controversial topics. He kindly replied at some length, and I should like to share some of his thoughts with you. He writes:

> 'I don't myself deliberately try to bring into my novels controversial or taboo subjects. I've never thought: 'Homosexuality is taboo in teenage literature so I'll deal with it because it is about time somebody did!' Quite the contrary. I'm against, and always have been, the opportunistic use of literature for young people. My attitude, rather, is this: literature, as a whole, can deal with any aspect of human life, and, as a reader, I hope it does or will. As an author, I set myself no limits except this one: my own novels for young readers can (and should if necessary) deal with any aspect of human life, their characters, and, more importantly, their narrator, can know about.'

In Dance on My Grave the boy who tells his own story in his own very distinctive way is involved in a homosexual relationship, but Aidan Chambers points out that the book is not about homosexuality, just as Breaktime, which deals explicity with a boy-girl relationship, is not about heterosexuality. He writes:

> 'Sexual experiences come into those books because they are part of the experience of life the two boys are telling about ... I'm not saying, therefore, that I get upset if people discuss Dance on My Grave as a book that is about homosexuality. I'm just saying that I didn't set out to write a book about that topic, and I know that many readers read it differently - as being about obsession, and about how we tell stories about ourselves that 'invent' our personalities, and about language itself, and

> about England and the way it is and why it is like it is, and so on. I can also say, though, that I deeply dislike the exploitation of literature for the sake of discussing taboo subjects.'

In Breaktime Aidan Chambers explores, among other things, a boy's growing sexual awareness, his desire for a relationship with the girl of his dreams. Ditto sees life through literature, quotes T.S. Eliot for his comfort and ponders on the realities of love. Eventually he finds fulfilment with Helen, and the novel ends with a very explicit description of sexual intercourse set alongside an extract from Dr. Benjamin Spock's A Young Person's Guide to Life and Love. Does such writing help a young person to understand the complexities of such a relationship? Does the conclusion of the love-making as described in the book help towards an understanding of the universality of experience, does it prepare the reader from his experience, allow him to rehearse imaginatively and be able to face the reality when it comes? I would contend that provided it is done with taste, delicacy and truthfulness, then such frankness is acceptable, perhaps valuable as part of the preparation for growing up.

> 'Thought returns a sense of place of being exhausted flat-out quenched desireless body able still to pleasure in the after-taste of body on body made poignant by a reasonless sense of loss sweet with gratitude but still not words to speak not wish to say.' (p 126).

David Rees, a writer who lives in Devon and sets many of his novels there, introduces both heterosexual and homosexual relationships into his work. The Lighthouse is essentially a novel about first love on Mykonos between a girl about to go up to Cambridge and a physically attractive young Englishman whose social background, while immaterial in the white heat of a Greek island, would not be so acceptable in an educated Devon home. His comment that 'Delphi was nice' defined how great was the gap in education, sensitivity, aesthetic feeling. As in Quintin's Man, and again incidentally, a homosexual note is introduced, rather unnecessarily, I feel. Leslie's original travelling companion has left him, not as Victoria supposes, for an attractive girl but for a young Greek boy. Apart from this slightly jarring incident, the novel deals convincingly with all the delights, fears, uncertainties of first love. Victoria, while seeking some assurance of a lasting relationship, abandons herself to the hedonistic delights of lovemaking in the lighthouse which serves as home to the couple:

> 'Meanwhile, the pleasure, tongues and fingers and lips. I suppose he's well practiced, but that's irrelevant; every couple, I imagine, discovers it all, new and fresh each time. I know now what coming is in a woman. I remember discussing it with Ben. A male orgasm was pretty obvious to both of us, but for a girl it seemed profoundly mysterious. He said jokingly, that I ought to ask Mum. It's not that I can't talk about sex with her, certain aspects of it, but why not this? Is it that when teenagers want to know about the most intimate adult processes and experiences parents become frightened of imparting information, are scared of revealing too much of themselves? I think so. As if they are jealous of their children growing up and offering, as it were, a take-over bid, reminding them of age and declining powers. I could no more discuss the nature of the female orgasm with my mother than fly to the moon. With Leslie it happens.' pp 60-61.

Back in England, Victoria waits for the phone call that never comes, and finds small consolation in a late and mis-spelt postcard, its tone cool and detached. Cambridge brings some healing of her hurt, and when eventually Leslie turns up there she has matured to the point where she can enjoy their renewed relationship and still have the courage to reject any idea of its continuing.

A novel by John Branfield, published in 1983 by Victor Gollancz, and entitled Thin Ice, deals with a homosexual relationship, set against the cold winter of 1947. A sixth former, working for a county scholarship to university and coping also with the responsibilities of being head boy of his school, finds himself drawn towards a young journalist who takes evening classes in literature. Against the study of Hamlet in a cold and unwelcoming primary school hall the friendship develops and Duncan eventually explains his situation to Andy:

> '"People always think that if you're queer and a teacher, you're after the boys," he said. "In fact, I'm not attracted to boys. I've no sympathy with any adult who interferes with children, boys or girls. And I can't stand the very obvious, very effeminate homosexual. I know they can't help it, it's probably some hormone or chemical deficiency, and I ought to say to myself, 'There but for the grace of God go I.' But I can't, I find them repulsive." He breathed out a cloud of smoke. "I'm attracted to men. A normal man finds young women particularly attractive, and I find young men attractive. I find you very attractive, as you must realize. But that doesn't mean I'm going to molest any young man I come across, any more than a 'normal' teacher is going to molest the girls he teaches."' pp 44-45.

During a half-term weekend with Duncan in Leeds Andy is introduced to a homosexual pair and the four young men visit a homosexual club. A discussion of W.H. Auden's poem, The Quarry is an ominous prelude to a police visit to Andy's home and questions about his relationship with Duncan. Those were the days when homosexuality was a punishable offence, and Duncan is given an eighteen months jail sentence. Andy is shocked by the outcome of his friendship but as the thaw sets in and end of term arrives he begins to see things in perspective:

> 'He didn't know where Duncan was serving his sentence, but as the train steamed south and they left behind fields that were still edged with snow beneath the hedges and began to see orchards breaking into blossom, Andy felt that he was being drawn

further and further away from him.' p. 151

The novel contains a footnote on the Wolfenden Committee Report on sexual offences and the subsequent change in the law in 1967, the change being extended to Scotland in 1980 and to Northern Ireland in 1982.

Catherine Storr's novel, Two's Company published by Patrick Hardy in 1984, deals with a homosexual relationship between two boys during student long vacation in France. The boys grow friendly with two sisters from England, and while one boy is happy to enjoy a heterosexual relationship with one girl, the other and more attractive boy, while friendly towards Kathy, makes no sexual advances at all. She is puzzled and hurt, jealous of her more beautiful sister and ignorant of the real reason for her neglect. Back in England Claire is rejected by Steve and suffers great unhappiness. Even the relationship between the two young men is fraught with problems and hurt. Val's attempt to explain human relationships in Platonic terms does little to help Kathy's understanding of the problem, but perhaps what Catherine Storr is trying to tell young people is that human relationships are never simple, there is always the possibility of hurt and disillusionment, and that strength comes from overcoming these disappointments.

In A Candle for Saint Antony by Eleanor Spence and published by Oxford University Press in 1977, a young Austrian boy living in Australia forms a friendship with an Australian classmate. The German class is given the opportunity to visit Vienna, Rudi's native city, and the friendship deepens to the point where Rudi declares his love for Justin. Greg, a friend of Justin, is disturbed by the friendship and cannot understand his own reactions:

> 'He neither liked nor disliked Rudi. He respected his formidable intellect and his maturity, without understanding either. He was perplexed by Justin's devotion to his friend; while, like any Sydney youth, he was ready enough to bandy about such terms as 'fairy' and 'queer' and other less acceptable epithets, he had

> never seriously believed that what Rudi and Justin felt for each other was anything more than an intense natural friendship - the sharing of interests and thoughts and experiences. He had not known such a friendship, however, and what bothered him most was the cold hard fact that Justin had chosen Rudi instead of himself.' p 121.

Instead of returning with the school party to Sydney Rudi decides to stay in Vienna and study there. He fails to persuade Justin to join him, and at the end of the book he finds some consolation for the loss of his friend in Goethe's 'Wer nie sein Brot mit Tranen ass' and moves on from the Saint Antony Chorale which he had shared with Justin to Beethoven's Pastoral Symphony.

The story is absorbing and quite moving, the relationship is explored delicately and with understanding. A young reader could enter imaginatively into the situation, perhaps identify with some aspects of it and thus be helped towards maturity.

John Donovan's I'll Get There, It Better Be Worth The Trip published by Macdonald in 1969 is perhaps in advance of its time as it deals with a strong attachment between the narrator, a disturbed young American with parental problems, and Altschuler, a school friend. Again, the book is not about homosexuality but about problems of growing up, of lack of affection, of the need for stability and reassurance. No young reader could possibly be harmed by this book, most would be wiser and more sensitive to themselves and to others after having read it.

Lesbianism, too, is dealt with in fiction written for adolescents. Rosa Guy's novels, The Friends and Ruby, consider close friendship between girls. In the latter book, Ruby, lonely and unhappy at home, finds friendship in the cool, poised, sophisticated Daphne, and without quite being aware of what is happening finds herself drawn into a lesbian relationship.

> 'Daphne went to stand over Ruby, looking down as though from a great height. She held Ruby's chin, tilted her head back, kissed her full on the lips. Ruby gasped indignantly, her brown eyes wide, insulted. Then she was in the strong arms, feeling the full strength of those arms. Her mouth was being kissed, and she responded eagerly to those full, blessedly full lips. At last she had found herself, a likeness to herself, a response to her needs, her age, an answer to her loneliness.' pp. 54-55.

Paul Slayton and Brenda Vogel, in the article already cited, comment on the difficulties faced in society by those whose sexual leanings are different from those of the majority of the population:

> 'For the homosexual minority, whose emotional and sexual proclivities, differ from those of the mainstream of society, anxiety and concern about their role in society, and of society's perception of them, is constant. It is difficult enough for the adult homosexual, whether 'closeted' or following a 'gay' lifestyle to come to terms with an emotional drive which is legally and morally tabooed by society. For adolescents, most of whom are confronted at some point in their sexual development with emotional attachments to persons of their own gender, the fears and recriminations can be devastating. During this transitional period of life, when accurate information on any aspect of sexuality is difficult to obtain, taunts of 'faggot', 'queer' and 'lezzie' can be shattering. Thus, many youths are wary of even daring to broach the forbidden topic with either adults or peers for fear of being labelled. Charlie, in M.E. Kerr's I'll Love You When You're More Like Me, highlights this problem when he says, "you can make straight 'A's and 'A' plusses for ten years in school, and on one afternoon, in a weak moment, confess you think you're a gay. What do you think you'll be remembered as thereafter? Not a straight 'A' student."' p 6.

The question to which librarians must address themselves is this: is literature of this kind valuable to an adolescent in coming to terms with his or her own sexuality and the sexuality of others? Sex manuals are of little use, with their coldly clinical tone, though in researching the topic I have come across some publications of the London Gay Teenage Group which deal sympathetically with teenage sexuality. Just as we learn about heterosexual relationships from literature, as we rehearse in imagination before we are ready to face real experience - Heathcliff and Cathy, Romeo and Juliet, Anne of Green Gables and Gilbert Blythe (I never fail to weep over Gilbert's proposal of marriage) - so we should be presented with other aspects of sex relationships as part of human experience. Literature which handles the problems with sensitivity, taste and tact can only help a young person in the growth towards maturity.

Heterosexual relationships have always been the stuff of fiction but not until fairly recently of young people's fiction. There may have been hints of homosexual attachments in the Public School setting of boys' stories and in girls' books such as the Abbey books by Elinor M. Brent-Dyer. Childbirth, for instance, was treated delicately, even mysteriously. Remember Anne of Green Gables giving birth to her first child?

> 'Marilla paced the garden walks between the quahog shells, murmuring prayers between her set lips, and Susan sat in the kitchen with cotton wool in her ears and her apron over her head.'

Gilbert's role is never mentioned other than to attend professionally at the bedside. One felt that the whole event had come as a big surprise to all those concerned. Yet earlier in the Anne series, before Anne's marriage when Anne went to the little Prince Edward Island town where her parents had died, in order to discover her roots, Gilbert accompanied her, at Marilla's request, lest Anne discover any irregularity in her parents' relationship.

But all that has changed. In a recent article in the Sunday Times (29th June 1986) Maggie Drummond reviews the state of romantic fiction for the under 16's. She writes:

> 'The going to bed problem is one that obsesses publishers and booksellers as much as, if not more than, it does their teenage customers. It's one thing finding our 12-year old surreptiously reading Lace, quite another finding oral sex featured in a novel specifically aimed at the under 16's. One irate father stormed into his local W.H. Smith's brandishing a copy of Beginner's Love by Norma Klein, which contains oral sex. Beginner's Love is part of the Pan Horizon series - another recent imprint generally aiming at the quality end of the teenage market, whose titles also feature homosexuality and divorce (mummy runs off with her girlfriend). "Sex in children's books is a very contentious subject with adults," says Ross Beadle. "The fact is that children find out about it at 10, do it at 16, and between those ages they read about it."'

Maggie Drummond concludes:

> 'Teenage publishing is an area where publishers and parents alike have strong convictions. But one virtue of this relentless packaging is that children and adults will at least know what to expect between the covers - for better or worse.'

The Paul Zindel books of 1969 and 1970, My Darling, My Hamburger and I Never Loved Your Mind were forerunners of the more explicit books of the seventies and eighties. Miss Fanuzzi's advice in sex education class on what to do when a boy becomes sexually stimulated was to suggest going to get a hamburger. This advice does not save Liz from a very sordid abortion, something relatively new in teenage fiction at that time. Josephine Kamm's Young Mother, Gunnel Beckman's Mia both have a touch of the social worker about them though they do tackle courageously the issue of teenage pregnancy. Since then the widespread availability of the Pill and the growth of family planning clinics offering advice to unmarried girls have to a large extent taken care of this problem and 'living together' has become accepted as a social fact in our society. Sexual morality as it was understood thirty years ago is no longer current, and fiction is trying to reflect what it sees as the norm, or perhaps to move a little beyond it in order to attract readers. The sales success of Lace and its successor in the adult sector indicates the demand for sexually explicit fiction, though as Maggie Drummond points out in the article already cited:

> 'Book-conscious middle-class parents, not averse themselves to a bit of Shirley Conran or Judith Krantz on the side, can be very sanctimonious about their offspring reading "good", value-laden books rather than encouraging reading for fun.'

Is there a need for literature which will point a moral to the young? Do young people absorb values, learn lessons, develop sensitivity, through reading "good" literature? And if we think they do how are we to prove it? The best we as teachers and librarians can do is to try to ensure that what we offer the young readers meets standards of literary merit, is presented with taste and sensitivity, and offers an opportunity of identification with character and situation that is inducive to healthy growth of the personality. Ted Hughes, in an essay entitled Myth and Education, published in Children's Literature in Education in March 1970 stresses that:

> 'Great works of imaginative literature are hospitals where we heal ... when they are evil works they are battlefields where we get injured.'

Our problem is to separate the great works from the evil ones, to present ideas and attitudes and ways of feeling which we would wish our young people to absorb, allowing them to flex their muscles and rehearse the roles they must play in adult life. Does Judy Blume's Forever measure up to this criterion? Does Aidan Chambers' Breaktime? As Frank Eyre says:

> 'It is not necessary to make a great show of seriousness to be serious, and the stories most likely to help children to a better understanding of life and the strangely constructed human beings with whom they will have to share it, are often those least obviously designed to do so.' op cit p 80.

If we accept that literature mirrors real men and women living in a real and changing society, and we must also accept that society and social values as regards sex relationships have changed radically within the last thirty years, then the literature of the 1980's will reflect these changes. This an age of freedom, of frankness, an age in which young people shoulder personal and political responsibility at a younger age than ever before. The preparation for this responsibility comes partly from rehearsing in the imagination before reality makes its demands, and it has always been acknowledged that fiction is one way of preparing oneself. The candy-floss world of Dallas and Dynasty gives no insight into the challenges of the real world of mature human beings and there is a great need for a strong antidote to this pernicious influence on young people. The great literature of the heritage, Shakespeare and Donne, Thomas Hardy and D.H. Lawrence, all deal with sex relationships and one assumes that these writers are encountered in English studies in school. Shakespeare's sonnet sequence was after all dedicated to a young man, John Donne ran away with an under-age girl and was in trouble with the law because of it - perhaps modern so-called freedom is not so very new after all. And from their experiences came 'Shall I compare thee to a summer day', and Donne, wonderfully, 'For God's sake, hold your tongue and let me love.' Let us therefore accept that quality fiction, written sensitively and honestly, not to shock or upset or mislead, can be offered to our young people to entertain, to enrich, to guide, and that it can only do good. A recent report from Her Majesty's Government contained a plea for a moral dimension to be included in the sex education given in schools, and it seems to me that literature is a valuable, nay, an essential aspect of any such education. William Walsh's firm conviction of the value of literature in the Preface to his fine book, The Use of Imagination, emphasizes the value of literature for personal growth:

> 'Of all studies that of literature is the discipline which most intimately affects the character of a person's self, which most radically and permanently modifies the grain of his being.' p.10.

And central to the thinking and philosophy of librarians, teachers, parents and anyone concerned about the healthy mental and moral growth of young people should be Richard Hoggart's affirmation of the value of literature:

> 'I value literature because of the way - the peculiar way - in which it explores, re-creates and seeks for the meanings in human experience; because it explores the diversity, complexity and strangeness of that experience (of individual men or of groups of men in relation to the natural world) and because it pursues its explorations with a disinterested passion (not wooing or apologizing or bullying). I value literature because in it men look at life with all the vulnerability, honesty and penetration they can command ... and dramatize their insights by means of a unique relationship with language and form.' p 11.

What shall we tell the children? How shall we tell the children? Good literature may well be the place to start.

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Aspects of sex in which instruction would have been welcomed.

Aspects of Sex in which instruction would have been welcomed	Frequency of mention
Personal relationships (standards of behaviour, etc.)	16
Contraception	34
Illegitimacy	9
Divorce	12
Venereal Diseases	39
Responsibilities of marriage	19
Responsibilities of parenthood	18
TOTAL answering this question	51

TABLE 1.

Subjects through which sex education is given.

Subjects through which sex education is given.	Facts	Moral Standards	Parentcraft
English	5	24	0
Biology	57	11	2
Religious Education	14	49	6
Domestic Science	21	14	25
History	3	7	0
Physical Education	23	11	1

TABLE 2.

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TRANSLATION OF CANADIAN CHILDREN'S BOOKS

By André Gagnon

Mutual translation of Canadian children's books is still an isolated phenomenon in the cultural exchange of our bilingual country. In the 1977 edition of Philippe Stratford's Bibliography of Canadian Books in Translation: French to English and English to French/Bibliographie de livres canadiens de l'anglais au français et du français a l'anglais,[1] under the headings "children's books" and "livres pour enfants", Stratford lists seventeen children's books translated from French to English and five children's books translated from English to French. These totals include bilingual books. In a bibliography compiled by Barbara Smiley in 1980[2], outlining the profile of Canadian children's books in translation, it was found that twenty-six books had been translated from English to French and twenty-one from French to English, and that twenty-six bilingual books had been published. Although neither bibliography attempts to give the total number of translations of Canadian children's books, these two bibliographies show that the number of literary translations of children's books in Canada is not large. A similar picture for the total number of translations in Canada was drawn by Philippe Stratford in the Foreword to his Bibliography of Canadian Books in Translation (1977):

> It must seem strange that a country like ours which has accepted the idea of fostering two languages and two cultures for over 200 years should have made such a small contribution in the way of translation, but the fact is that we lag behind most Western nations in this field. UNESCO statistics show Canada ranking somewhere between Iceland and Albania in annual production. Historically, next to no literary translation was published in Canada before 1920 (10 titles in English, 2 in French) and little enough in the next forty years (39 titles in English, 9 in French). There never has been any systematic attempt to translate major works of the other cultures.[3]

The picture is, however, improving and translation of children's books in Canada is gaining ground. A compilation made by the author shows that to the present time 274 works have been translated from English into French and eighty-two works have been translated from French into English. Translations of children's books from English into French outnumber those in the reverse direction by three to one. Statistically speaking, this ratio of translation is worth mentioning as it is a completely different ratio from that mentioned in the Foreword to Stratford's Bibliography of Canadian Books in Translation, where he quotes that "translations from French into English have always outnumbered those in the reverse direction by about two to one."[4] Obviously this is not the case with children's books.

I would like to examine the output of twentieth century Canadian children's books in translation from English into French and from French into English in three historical groups: 1900-1959, 1960-1971, and 1972-1986.

The books considered include juvenile and young adult titles which, in the original version, were written by a Canadian. The books may have been published in Canada or in another country. In translation, the books may have been published in Canada or another country, and the translation may or may not have been done by a Canadian. The study will include picture books, fiction, and non-fiction titles.

Translation of Canadian children's books, 1900-1959

During the period 1900-1959, translations of children's books were not numerous. Seven English books were translated into French and seven French books were translated into English. (Table 1)

The first novel to be translated into French was Lucy Maud Montgomery's Anne of Green Gables (1908), which appeared in translation in 1925. A new translation into French was published in 1964. Another classic to be translated during this period was Grey Owl's Adventures of Sajo and Her Beaver People (1935), which appeared in translation in 1938, three years after its original publication.

It is notable that the first two English books to be translated into French during this period were translated and published in France. This was also the case with three other books: Mazo de la Roche's Explorers of the Dawn (1957), Samuel Alexander White's Nighthawk of the Northwest (1958), and Ernest Thompson Seton's Lives of the Hunted (1954). Only two English books were translated and published in Canada: George Tait's Breastplate and Buckskin (1957) and Emma Water's Emily's Romance (1957), a young adult novel.

The first French language literary work translated into English during this period was Laure Conan's The Master Motive: a Tale of the Days of Champlain. First published in Quebec in 1891, the book was published in translation in the United States in 1909.

Two notable French books devoted to tales and legends appeared in translation. Récits Laurentiens (1919) by Frère Marie-Victorin was translated as The Chopping Bee and Other Stories in 1925. Some of the stories in Marius Barbeau's Les contes du grand-père sept heures, which was published in twelve volumes between 1950 and 1953, were adapted and translated by Michael Hornyansky in The Golden Phoenix and the Fairy Tales of French Canada published in 1958. The book won the Canadian Library Association's Book of the Year for Children award in 1959.

An innovative concept was initiated by French Canadian publishers during this period. Two publishing houses, Fides and the Missionaries of the Sacred Heart, each published an English version of the original French text. Two appeared simultaneously in English: A Wee Sister of the Angels: Marthe Sasseville 1925-1930 (1931) by A. Cadoux, and The Koax Family (1944) by Albert Bolduc. Fides also published Onésime Lamontagne's He Saw Our Lady: the Life Story of Father Frederick Janssoone (1956) in the original version, and two years later they published the English version. A fourth book, Nursery Tales (1955) by Lucille Desparois was published simultaneously in French and in English by a European firm. Such initiative was praiseworthy but, unfortunately, simultaneous translation did not occur again until the late sixties.

Translation of Canadian children's books, 1960-1971

The rate of literary translation increased dramatically in Canada during this period. According to Philippe Stratford, since 1960 "more translations have been published than during all the years before."[5] Stratford attributes this increase in translation to the fact that the Canada Council funded the translation of Canadian literature on an informal basis "by covering the cost of the translator's fee for the translation of Canadian books."[6]

We note, however, that the increase in the number of literary translations of children's books is small. Nine English books were translated into French and ten French books into English, a total increase of four books over the previous period. (Table 2)

On the English side, a classic to be translated was Sheila Burnford's Incredible Journey (1962). The book appeared in translation one year following its publication in English. The prompt translation of the book confirmed the popularity of the original version. The Incredible Journey was the only English Canadian children's book translated and published in France during this period.

Besides Burnford's book, four other novels were translated into French: Ethel Vineberg's Grandmother Came from Dworitz (1969), Markoosie's Harpoon of the Hunter (1971), Mary N. Green's Cadieux and the Indian Princess (1971) and André and the Loup-Garou (1971) also by Green. Vineberg and Green's books appeared simultaneously in French and in English. This showed a new interest in simultaneous translation and indicated that English publishers were hoping to widen their own market by making their books available in both French and English. French publishers were also experimenting with simultaneous translation, but on a lesser scale. Claude Aubry's Magic Fiddler and Other Legends of French Canada (1968) was published simultaneously in French and in English.

Of particular interest during this period was the translation into French of four non-fiction titles: three biographies and one sports title. The three biographies were Evelyn Marjorie Brown's Kateri Tekakwitha, Mohawk Maid (1960), Sister Rose's Janis of the City View (1969), and Nancy Greene's autobiography entitled Nancy Greene (1969) in both English and French. The sports title was Hugh Hood's Strength Down Centre (1970).

The selection of French books translated into English showed a developing awareness of French literature on the part of English publishers. Indeed, seven of the ten books translated were award-winning books. Paule Daveluy's Summer in Ville-Marie (1962), Monique Corriveau's The Wapiti (1968), Claude Aubry's The Christmas Wolf (1965) and The King of the Thousand Islands (1963), and Lionel Gendron's Birth (1970) received the Canadian Association of Children's Librarians Médaille de bronze given for the best French books of the year. Suzanne Martel's The City Underground (1964) and Alphonse Deveau's Diary of Cecile Murat (1970) won the Prix de l'association canadienne d'éducation de langue française.

These publications give the impression that translation was not done on an ad hoc basis but with vision and knowledge of French Canadian literature for children. Unfortunately, two of the award-winning books, Paule Daveluy's Summer in Ville-Marie and Suzanne Martel's The City Underground, were translated in the United States, reducing the percentage of children's books translated in Canada and diminishing the impact of French Canadian literature on English Canadian publishers.

Two other books appeared in translation: Monique Corriveau's Max (1966) and Rodolphe Vincent's Quebec: Historic City (1966).

Translation of Canadian children's books, 1972 to the present

Since 1972, the literary translation of children's and adult books has gathered momentum. The implementation of the Canada Council's Translation Grants Programme in 1972, the founding of the Association for Canadian and Quebec Literature in 1972, the creation of a literary translation prize by the government of Canada in 1975, and the funding of l'Association des traducteurs/Literary Translators' Association in 1975 are four significant steps which have helped increase the flow of literary translations and promote understanding of our two cultures.

From 1972 to the present, 258 books have been translated from English into French and sixty-five have been translated from French into English, for a total of 318 books. Statistically speaking, English to French translations of children's books outnumber French to English translations by four to one during this period. This phenomenon was not observed before. From 1900 to 1971, the number of books translated was almost the same in each language. (Table 3)

The 258 books translated from English into French include more non-fiction books than fiction and picture books combined. (Table 4) The sixty-five books translated from French into English include more picture books than either fiction or non-fiction titles. (Table 5)

Since six times as many English fiction titles as French fiction titles have been translated, representation of English Canadian fiction for children is more complete. From 1972 to 1979, the number of novels translated annually was still relatively small. A total of eighteen novels were translated in the seven-year period. Between 1980 and 1986, fifty-six novels were translated. The record was reached in 1980 when fourteen fiction titles were translated.

The range of English fiction books in translation has widened to include works by Farley Mowat, Lucy Maud Montgomery, Mordecai Richler, Doris Andersen, Barbara Smucker, Bill Freeman, Jean Little, Brian Doyle, Tony German, Joan Clark, Kevin Major, James Houston, and Monica Hughes. Representation is, however, incomplete. Such well-known authors as Janet Lunn, Ruth Nichols,

W. Towrie Cutt, Cameron Langford, Mary Alice Downie, and John Craig need to be introduced to French Canadian readers through translations. Only two novels by the prolific author Jean Little have been translated. Greater effort needs to be made to introduce less-established authors such as O.R. Melling, Marianne Brandis, and H.J. Hutchins. Regrettably, some novels are still translated in Europe. Most of the works of James Houston and Monica Hughes have been translated in France. On the whole it is possible, however, for French Canadian children to get a good idea of English Canadian novels for children from the works already translated.

Non-fiction represents 56 percent of the overall production of English works translated into French. Such a high percentage gives the impression of a healthy production of non-fiction titles for children in English Canada. This is not the case. Although the situation is improving, relatively few non-fiction titles are published in English Canada. The high percentage of non-fiction titles in translation can be explained by the fact that four major series have now been translated. "The Canadians" biography series and "The Growth of a Nation" history series, both published by Fitzhenry and Whiteside, are now available in translation. The "Zoo Book" series published by D.C. Heath, which includes twelve titles, has also been translated. Finally, in a new animal series published by Grolier, forty-seven titles are now available in French as well as English. These four series represent 65 percent of the total non-fiction titles in translation in this category.

Several non-fiction works remain untranslated. In poetry, only one book, Sunflakes and Snowshine by Fran Newman, has been adapted. Canada Council prize winner, sean o'huigin's Ghost Horse of the Mounties, has not been translated. Translations of folklore books are needed, particularly the books of Christie Harris and all the stories illustrated by Elizabeth Cleaver. No works of drama from English Canada have been translated. Kids Can Press is now developing an excellent line of non-fiction titles ranging from books on cancer to books on string games, all of which are still untranslated. As the publication of non-fiction titles increases in English Canada, we can expect more works to be available in translation.

As for the picture book category, which represents 16 percent of the total number of books translated, much needs to be done. In English Canada a significant increase in the number of picture books published since the beginning of the 1980's has been noted. As picture books gain popularity in the original version and their authors become better known, we will observe an increase in the number of books translated. This trend has already started. Most of the books by Robert Munsch have been translated, two of Mark Thurman's books are available in translation, and Tim Wynne-Jones and Allen Morgan each have one book in translation.

A look at French to English translations reveals that French Canadian authors for children are not well represented in English Canada. In the fiction category, only fourteen novels have been translated into English since 1972, representing 22 percent of the total production of French books translated into English during this period. The situation is far less advanced than that observed in the reverse direction. The sense of awareness that was observed in the previous period when award-winning French books were translated into English has not continued. English Canadian publishers do not attempt to provide a selection of French Canadian fiction in translation, other than works by well-known and well-established authors. Suzanne Martel, who has had three works translated in this period, is one of the favourite authors, followed by Bernadette Renaud, who has had two of her works translated. Gabrielle Roy, Claude Aubry, and Antonine Maillet each have had one work translated. A representative list of authors, most of whom have yet to be exposed to English Canadian readers through translation, includes Yves Thériault, Henriette Major, Francine Loranger, Félix Leclerc, Denis Côté, Daniel Sernine, Robert Soulières, and Suzanne Rocher.

In the non-fiction category, the story is quickly told. Thirteen non-fiction titles have been translated. This figure represents 20 percent of the total production of French books translated since 1972. As is the case in English Canada, relatively few non-fiction titles for children are published in French Canada. Among the publishing houses, there is no one that seems to be developing books in this category. No English translations of French poetry and drama for children have been published. In other genres, a best-selling science book, two folklore books, and two books by the duo Henriette Major and Claude Lafortune have been translated, but nothing fairly representative has been done.

Because thirty-eight French picture books have been translated into English, one would believe that the representation of French Canadian authors in this category is more complete. The figure is deceptive. A look at the number of French picture books translated shows that it scarcely represents the wealth of French Canadian picture book writers and illustrators.

Apart from the translation of six of Ginette Anfousse's picture books, more than half of the picture books were translated in 1984 and 1985 when the popular board book series by Sylvie Assathiany, as well as two other board book series, were translated. Of course, much remains to be done, including translations of books by Henriette Major, Simone Bussières, Louise Pomminville, Céline Larose, Robert Soulières, Claude Asselin, André Cailloux, Eric Mérinat, René Rioux, and Bertrand Gauthier.

Looking at publishing houses that publish translated works, one notices that the situation in English Canada is very different from that in French Canada. French Canada has publishing houses that specialize in publishing works in translation. The majority of English children's books translated into French have been published by Les Editions Pierre Tisseyre and Héritage in Quebec. (Table 6)

The list of translated books by Les Editions Pierre Tisseyre reflects the publisher's intention to make available books written by well-respected children's authors or well-known adult authors who have written for children. In their "Deux Solitudes-Jeunesse" collection, under the direction of Paule Daveluy, books by Barbara Smucker, Farley Mowat (three books each), Bill Freeman, Joan Clark, Jean Little, Brian Doyle, Claire Mackay, Mordecai Richler, Lucy Maud Montgomery, Markoosie, Jan Truss, and Thomas Allen have been published. With the exception of Pam Hall's On the Edge of the Eastern Shore and Margaret Atwood's Up in a Tree, both picture books, they have published fiction books for the eight-to- fifteen-year-old age group.

Héritage, on the other hand, does not appear to follow specific guidelines in its choice of books to translate. With the exception of James Houston, Monica Hughes, and Bill Freeman, Héritage has published books by authors such as Susan Brown, Frances Duncan, Robert Robinson, and Beverly Allinson, who are neither as well-known nor as well-established. Fiction books translated are for the eight-to-twelve-year-old group. Héritage has also published seven non-fiction books in translation.

Although the majority of translations into French are being done in Quebec, a new trend seems to be developing. More and more English publishing houses are taking upon themselves the responsibility of seeing that English works appear in translation. This is particularly noticeable with companies such as Scholastic-TAB and Grolier. (Table 7)

The same trend can also be noticed on a much smaller scale in French Canada. The immediate result of this still relatively new development is to increase the number of works in translation considerably. The truly exciting news is that the base of authors being translated has broadened resulting in a more representative, more up-to-date sampling of what is being produced in English Canada and French Canada. In many cases the books are being published simultaneously in French and English.

Simultaneous translation is still a new phenomenon. The idea did not gain popularity before the 1970's. Prior to that, only five books were published simultaneously in French and in English: A. Cadoux's _A Wee Little Sister of the Angels: Marthe Sasseville 1925-1931_; Henri Beaulac's _The Koax Family_; Lucille Desparois's _Nursery Tales_; Claude Aubry's _The Magic Fiddler and Other Legends of French Canada_; and Ethel Vineberg's _Grandmother Came from Dworitz_.

From 1970 to 1979, the rate of simultaneous translation increased dramatically. Twenty-six books were translated simultaneously in French and English during this period. Of these, twelve were published in the other language by the companies that published the original version, while fourteen were published in the other language by a company different from the one that published the original version.

From the beginning of the 1980's to the present, seventy-one books have appeared on the market simultaneously in French and English. Of these, forty-six have been published by the company that published the original version, while twenty-five were published by a company different from the one that published the original version. This brings the total number of books translated simultaneously since the beginning of the 1970's to ninety-seven. (Table 8)

In theory, it would appear that cooperation exists between English and French Canadian publishers, since the figures for simultaneous translations are high. In practice, however, this is not the case as 57 percent of the total number of books translated simultaneously have been done by the company that published the book in the original version. There is hope for more cooperation between English and French publishers, particularly in the area of picture books. Recently, Les Editions Ovales and James Lorimer have simultaneously published a series of board books.

Another initiative that has gained popularity with English publishers is the publication of bilingual books. Bilingual books do not have a long tradition in Canada. The first bilingual books appeared on the scene in 1967 and the idea continued to develop in the seventies. (Table 9) Prior to 1967, only four bilingual books had been published: Jesous Ahatonhia: cantiques en langue huronne/Jesous Ahatonhia: a Huron Indian Carol by Jean de Brébeuf; Nico le petit lutin rieur/Little Nick the Laughing Elf by Mary N. Green; Evergreen Island; or How Growley-Wowley Made Friends/ L'Île verte; ou comment Grognon se fit des amis by Ishbel Currier; and Cinderella by Alan Suddon.

Between 1970 and 1979, twenty-six bilingual books appeared on the market. A leading publishing house was Tundra, which published ten bilingual books during the decade. Kids Can Press was another company that made its mark in the area of bilingual books in the seventies. An innovative idea by Kids Can Press was the publication of historical fiction in English with the French text on inverted pages. Although the idea of a bilingual novel seemed economical, it was not successful and subsequent books published by Kids Can Press appeared in two separate editions. This venture pointed out that picture books are a more successful medium for bilingual books.

From 1980 to the present, eighteen bilingual books have appeared on the market. Kids Can Press continues to be a leading force with the publication of four bilingual books. Another major producer has been the James Bay Cree Cultural Education Centre which has already published five bilingual books. Unfortunately, Tundra has not kept the pace of production in the eighties. Only three bilingual books have been published.

Immediate access to a larger market certainly appeals to publishers; however, as most do not publish more than one book, one suspects that the success of bilingual books is neither as immediate nor as lucrative as expected. It is also apparent that, although the number of bilingual books available on the market seems to be growing at an encouraging pace, there will not be an outburst of activity in the eighties.

The increase in the number of children's books in translation over the last ten years is encouraging. It is not yet time to abandon our hope for extensive translation of Canadian children's books. Where do we go from here? What are some suggestions for the future?

Recommendations

1. Translation of award-winning books

Canadian publishers interested in translation seem to be paying little attention to the annual book awards. Only ten of the Canadian Library Association's Book of the Year for Children award winners have been translated into French. (Table 10) Of the Amelia Frances Howard-Gibbon award winners, only two books have been translated. (Table 11) Between 1959 and 1974, the Canadian Association of Children's Librarians also awarded the CACL Médaille de bronze, a prize for the best French Canadian children's book. Since 1974, the prize has been given by l'Association pour l'avancement des sciences et des techniques (ASTED) and is now called le Prix Alvine Bélisle. Of these French award-winning books, only nine have been translated. (Table 12)

The Canada Council Children's Literature Prize/Le prix littéraire du Conseil des arts pour la jeunesse, established in 1976, is given annually to both an English language and French language author and/or illustrator. In 1979, the categories were broadened to include an author and an illustrator for both French and English publications. Five winning English books and three winning French books have been translated. (Tables 13 and 14)

Several steps need to be taken to encourage the translation of award-winning books, for their value to children's literature has already been acknowledged. First of all, The Canada Council might ensure that their award-winning books are translated into the other official language by providing special funding to publishers. This would add to the value of the prize and certainly encourage Canadian authors and illustrators. After all, the Canadian Government should be the first agency to promote understanding between our two cultures by translating the award-winning books that they themselves have acknowledged. We cannot expect total bilingualism but biculturalism is possible and desirable. Special funding should also be available for the translation of books awarded prizes by other organizations.

2. An annotated list of highly recommended books for translation

An annotated list of highly recommended French and English books should be compiled annually. This list could be published by the Children's

Book Centre and Communication-Jeunesse. The compilers would need to keep in mind that the books were being recommended for translation. Since the Canadian Library Association award committee members and the Alvine Bélisle committee members must read all the books published in a year, these committee members would be well-prepared to compile the annual list. Other lists are compiled annually -- Our Choice by the Children's Book Centre; the Children's Book Catalogue by the Canadian Book Information Centre; and Livres québecois pour la jeunesse by Communication-Jeunesse -- but for different purposes. To ensure that all the books published in a specific year have been received and considered, there is a two-year time lapse from the publication of the books to the compilation and publication of the National Library of Canada's Notable Canadian Books for Children.

A list of all the French and English books that have never been translated is also needed.

The initiative for translation must come from librarians and the national and provincial associations whose goals are the promotion of Canadian books.

3. Better communication between English and French publishers

In the atmosphere of self-awareness and self-discovery that exists today, Canadian material is necessary and in demand. Publishers have a market throughout Canada. Canadian publishers do not seem to be taking advantage of the potential market. Translation demands effort and creates problems, but surely the success that Canadian publishers have had should be an indication of the success that books in translation might have. It is hard to believe that Camilla Gryski's Cat's Cradle, Owl's Eyes: a Book of String Games is still not available in translation in Canada. The rights have been sold to seven countries and the book is now in its ninth printing. Why? The only apparent reasons seem to be little interest, ignorance of English and French environments, and no desire to rectify this ignorance. There is a lack of communication between English and French publishers which needs to be remedied. English and French publishers should exchange lists of titles, summaries of publishing programmes, and sales figures to stimulate an awareness of publishing ventures. The Canada Council should encourage and support the idea of getting French and English publishers together to exchange books and discuss rights. If publishers knew more about one another and the books they publish, translations would prosper.

In speaking about the translation of books, M.L. Batcheler said:

> When children know they are reading, in translation, the same stories which children in another country are reading, a sense of awareness grows and expands. Interchange of children's books between countries, through translation, influences communication between the people of those countries, and if the books chosen for traveling from language to language are worthy books, the resulting communication may be deeper, richer, more sympathetic, more enduring.[7]

Children's books published in Canada should be available in both official languages. Canada has excellent authors and illustrators, as well as translators. We should be recognizing national talent through more mutual translations.

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4. Ibid., p. iii.
5. Ibid., p. vii.
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THE FOLLOWING TABLES HAVE BEEN COMPILED FROM STATISTICS OF CANADIAN BOOKS FOR CHILDREN IN TRANSLATION. THESE WERE COLLECTED BY THE AUTHOR IN RESEARCH CONDUCTED IN 1985 AND 1986.

TABLE 1

1. THE NUMBER OF CANADIAN CHILDREN'S BOOKS TRANSLATED FROM 1900 to 1959

Year	French to English	English to French	Total
1909	1	-	1
1925	1	1	2
1931	1	-	1
1938	-	1	1
1944	1	-	1
1954	-	1	1
1955	1	-	1
1956	1	-	1
1957	-	3	3
1958	1	1	2
1959	-	-	-
	7	7	14

TABLE 2

2. THE NUMBER OF CANADIAN CHILDREN'S BOOKS TRANSLATED FROM 1960 to 1971

Year	French to English	English to French	Total
1960	-	1	1
1961	-	-	-
1962	1	1	2
1963	1	-	1
1964	1	1	2
1965	1	-	1
1966	2	-	2
1967	-	-	-
1968	2	-	2
1969	1	2	2
1970	2	1	3
1971	-	3	3
	10	9	19

TABLE 3

3. THE NUMBER OF CANADIAN CHILDREN"S BOOKS TRANSLATED FROM 1972 to 1986

Year	French to English	English to French	Total
1972	2	2	4
1973	1	7	8
1974	2	2	4
1975	-	1	1
1976	-	15	15
1977	3	5	8
1978	7	24	31
1979	1	12	13
1980	3	32	35
1981	8	19	27
1982	2	13	15
1983	2	24	26
1984	9	29	33
1985	19	14	33
1986	5	69	69
	-		
	65	258	323

TABLE 4

4. THE NUMBER OF ENGLISH BOOKS TRANSLATED INTO FRENCH FROM 1972 to 1986

GENRE	
Fiction	74
Picture Books	40
Non-Fiction	144
TOTAL	258

TABLE 5

5. THE NUMBER OF FRENCH BOOKS TRANSLATED INTO ENGLISH FROM 1972 to 1986

GENRE	
Fiction	19
Picture Books	38
Non-Fiction	13
TOTAL	65

TABLE 6

6. FRENCH CANADIAN PUBLISHERS THAT HAVE TRANSLATED ENGLISH BOOKS INTO FRENCH

Publisher	#
Pierre Tisseyre	25
Héritage	22

TABLE 7

7. ENGLISH PUBLISHERS THAT PUBLISH THEIR OWN IMPRINTS IN TRANSLATION

Publisher	#
Scholastic-TAB	26
Grolier	50

TABLE 8

8. The number of children's books that have been published simultaneously in the other language, listed by the number of books that have been published in translation by the same company, and books that have been published in translation by a different company.

Year	Published by Same Company	Published by Different Company	Total
1970	1	-	1
1971	2	-	2
1972	1	-	1
1973	3	4	7
1974	-	-	-
1975	-	1	1
1976	1	2	3
1977	1	1	2
1978	2	4	6
1979	1	2	3
1980	6	6	12
1981	4	5	9
1982	4	2	6
1983	5	2	7
1984	10	1	11
1985	3	11	14
1986	35	2	37
TOTAL	79	43	122

TABLE 9

9. THE NUMBER OF BILINGUAL BOOKS PUBLISHED SINCE 1967

Year	#
1967	2
1968	1
1969	1
1970	-
1971	-
1972	4
1973	2
1974	4
1975	3
1976	5
1977	4
1978	1
1979	3
1980	3
1981	1
1982	3
1983	3
1984	4
1985	3
1986	1
TOTAL	48

TABLE 10

10. CLA BOOK OF THE YEAR FOR CHILDREN AWARD BOOKS TRANSLATED INTO FRENCH

- Mowat, Farley	Lost in the Barrens (1956) Perdus dans le grand Nord (1974)
- Burnford, Sheila	The Incredible Journey (1961) L'incroyable voyage (1962)
- Houston, James	Tikta'liktak: An Eskimo Legend (1965) Tikta'liktak (1978)
- Houston, James	The White Archer: An Eskimo Legend (1967) L'archer blanc (1978)
- Cleaver, Elizabeth	The Miraculous Hind (1973) La biche miraculeuse (1973)
- Richler, Mordecai	Jacob Two-Two Meets the Hooded Fang (1975) Jacob Deux-Deux et le vampire masqué (1977)
- Major, Kevin	Hold Fast (1978) Tiens Bon! (1984)
- Houston, James	River Runners (1979) Les casse-cou de la rivière Koksoak (1984)
- Doyle, Brian	Up to Low (1982) En montant à Low (1986)
- Little, Jean	Mama's Going to Buy You a Mockingbird (1984) Maman va t'acheter un moqueur (1986)

TABLE 11

11. AMELIA FRANCES HOWARD GIBBON AWARD BOOKS TRANSLATED INTO FRENCH

- Climo, Lindee	Chester's Barn (1982) La grange à Chester (1982)
- Wynne-Jones, Tim	Zoom at Sea (1983) Le matou marin (1984)

TABLE 12

12. CACL MEDAILLE DE BRONZE AND ALVINE BELISLE AWARD BOOKS TRANSLATED INTO FRENCH

- Daveluy, Paule	L'été enchanté (1959) Summer in Ville-Marie (1962)
- Aubry, Claude	Les Îles du roi Maha Maha II (1960) The King of the Thousand Islands (1963)
- Aubry, Claude	Le loup de Noël (1962) The Christmas Wolf (1965)
- Corriveau, Monique	Le Wapiti (1964) The Wapiti (1968)
- Melançon, Claude	Légendes indiennes du Canada (1967) Indian Legends of Canada (1974)
- Gendron, Lionel	La merveilleuse histoire de la naissance (1969) Birth: The Story of How You Came to Be (1970)
- Martel, Suzanne	Jeanne, fille du roy (1974) The King's Daughter (1980)
- Major, Henriette	L'évangile en papier (1977) Good News in Paper (1978)
- Assathiany, Sylvie	Pipi dans le pot (1982) Peepee in the Potty (1984) Mes cheveux (1982) Don't Cut my Hair (1984) Dors petit ours (1982) Little Bear Can't Sleep (1984) J'aime Claire (1982) I Love My Babysitter (1984)

TABLE 13

13. CANADA COUNCIL CHILDREN'S LITERATURE PRIZE BOOKS-ENGLISH LANGUAGE, TRANSLATED INTO FRENCH

- Freeman, Bill	Shantymen of Cache Lake (1975) Les hommes du Chantier (1980)
- Little, Jean	Listen for the Singing (1977) Ecoute, l'oiseau chantera (1980)
- Major, Kevin	Hold Fast (1978) Tiens bon! (1984)
- Smucker, Barbara	Days of Terror (1979) Jours de terreur (1981)
- Hughes, Monica	Hunter in the Dark (1982) Mike, chasseur de ténèbres (1985)

TABLE 14

14. LE PRIX LITTERAIRE DU CONSEIL DES ARTS POUR LA JEUNESSE - LANGUE FRANCAISE, TRANSLATED INTO ENGLISH

- Anfousse, Ginette	La varicelle (1978) Chicken Pox (1978)
- Martel, Suzanne	Nos amis robots (1981) Robot Alert (1985)
- Assathiany, Sylvie	Pipi dans le pot (1982) Peepee in the Potty (1984)
	Mes cheveux (1982) Don't Cut My Hair (1984)
	Dors petit ours (1982) Little Bear Can't Sleep (1984)
	J'aime Claire (1982) I Love My Babysitter (1984)

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Regina Public Library, Regina, Saskatchewan, Canada

Mr. Gagnon won the Frances E. Russell award in 1985 for his research project on translation of Canadian children's books. A similar version of this article was published in Canadian Children's Literature/ Littérature canadienne pour la jeunesse, no.   , 1987.

LUNCH WITH NOVA SCOTIA WRITERS Tuesday, July 29

Guest of honour: Dr. Helen Creighton, internationally known collector of folk songs and folklore of the Maritimes, especially of Nova Scotia. Among the books she has authored are Bluenose Ghosts; Folklore of Lunenburg County; Maritime Folksongs; Songs and Ballads from Nova Scotia.

Entertainment: Clary Croft, folk singer, song writer, actor, weaver, etc., presented songs from Dr. Creighton's collection as well as some written by himself and other Nova Scotian musicians.

Writers who attended: Peggy Amirault, Phyllis Blakeley, Jane Baskwell, Lesley Choyce, Greg Cook, Helen Creighton, Kay Hill, Susan Kerslake, Jenni Lunn, Peter McCreath, Audrey March, Eleanor O'Donnell MacLean, Joan Payzant, H.R. "Bill" Percy, Leonie Poirier, Paulette Whitman, Joyce Barkhouse, Budge Wilson.

CANADIAN BOOK INFORMATION CENTRE, KILLAM LIBRARY, DALHOUSIE UNIVERSITY

later in the afternoon

Readings by: Joyce Barkhouse, who read from her soon to be published biography for young people on Thomas Raddall, another well-known N.S. writer. Her humorous anecdotes of the trials and tribulations of a hard-working author informed and entertained her appreciative audience. Other publications include Abraham Gesner(inventor of kerosene); The Witch of Port La Joye; and short stories in many magazines, as well as Anna's Pet, co-authored with her niece, Margaret Atwood.

Lesley Choyce, writer of stories and poetry, who had his audience laughing and crying as he read from several of his recent books, such as Downwind,Eastern Sure, and Fog Poems. Lesley Choyce is also the very capable host of a television series, East Coast Authors, which has recently been chosen for re-broadcast on Maine's Public Broadcasting Network.

N.B. Donations by those attending the luncheon provided funding for a scholarship to the Student Summer Writing Workshop offered in mid-August by the Writers' Federation of N.S.

PROVISION OF READING MATERIALS AND LEARNING RESOURCES TO RURAL SCHOOLS

By Nelson Rodriguez Trujillo

Introduction

In 1983, the Banco del Libro (1) started a project to provide reading materials and learning resources to rural areas in Venezuela. Since most experiences in the provision of library services had been developed in urban areas, and little was known about the possibilities and alternative models for rural areas, a study of the latter was performed.

Several characteristics of rural areas resulted from the analysis(2):

a) There is practically a total lack of reading materials. At times members of the community may bring the newspaper or some other publication, but normally there is no regular provision of reading materials. Although it may be possible to find regular readers and people who possess reading materials, for most people, access to reading materials is difficult; due to market limitations, the commercial distribution system has not been interested in creating networks for attending rural areas.

b) There is a strong tendency toward the use of oral communication for the transmission of information. Since the amount of information needed for everyday life is small and the technology used for production is relatively simple, oral transmission allows for its distribution. But this implies limitations for the introduction of newer or more complicated production systems due both to the lack of information materials and of skills and habits for using written information.

c) Information is not permanently present and is usually based on personal authority; this leads to conservatism in social relations, economic production, habits and notably, politics. Since few information materials are available, changes in opinion based on written, more reliable information, are difficult.

d) Children arrive at school with very few and primitive notions about what reading is about. They have seen no models of reading people and have had few, or no opportunities, to see reading and writing in action. Therefore, they don't have a clear conception of its usefulness and workings. This results in difficulties in learning to read.

e) Rural schools tend to lack instructional and reading materials. Urban areas, given their closeness to decision centers, monopolize whatever resources there are for schools. Rural schools lack almost anything, but particularly acute is the lack of books. The teaching of reading and writing is based almost on the exclusive use of chalkboards and copybooks or textbooks, when available. Reading is conceived as decoding, thus, communication skills are not emphasized. There is also a tendency for teachers to perceive jobs in rural areas as a transition to working in urban areas, which means that, on the average, teachers tend to be inexperienced.

f) Reading is not valued, since it is not often used. Reading is basically an urban phenomenon; in cities people cannot avoid getting in contact with reading materials, that are usually needed to manage and control the surroundings; therefore, it is important. But in rural areas, reading is not necessary to survive. Therefore, few people consider it necessary to get reading materials; they are not only expensive, but getting them may mean a special trip to town.

g) What the books and reading materials market offers is not always relevant in content or adequate in difficulty level; moreover, offer is unstable and subject to permanent changes: what you find today, may not be there tomorrow. Under those conditions, even if people try to get information or other reading materials, they may not find what is needed.

h) As a consequence of the above situation, in rural areas there are higher illiteracy rates than the national average (3).

i) On the other hand, in rural areas there is a greater tendency to participate in community events and become involved in activities with other people than in urban areas. There is more time to think, talk, communicate with each other. People value education, which is recognized as one of the ways for individual progress, even though, at times, educational opportunities are lacking.

Within that framework, several alternatives seemed possible for the provision of reading materials. For instance, in the last five years, the Public Library System has been exploring the provision of library services by bookmobiles and "travelling boxes" (4).

In this project, the Banco del Libro was interested in the educational system, since, in rural areas, schools are one of the most permanent institutions, easily identifiable, usually furnished with physical facilities, with permanent personnel, well connected and known to the community. Schools were thus a logical place to locate materials to attend children in their classrooms, allowing for training their reading skills and for the development of reading habits. It would also allow for attending the parents' reading needs, which would constitute a natural bridge to the rest of the community; the community in general was also a target population for the library.

In Venezuela, as in many Latinamerican countries, rural schools function in so called "nucleus" which means that there are between ten and thirty one-teacher, concentrated or graded schools, located relatively close, coordinated by one principal. In Venezuela, there are over 7,200 rural schools, of which 3,500 are one-teacher. Those numbers reflect the potential usefulness of the model.

Within the framework of the "Multinational Project for Learning Resources in Basic Education" financed by the Organization of American States (OAS), the Banco del Libro analyzed several alternative models, evaluated them, discussed them with teachers and, finally, on an experimental basis, installed a library in a one-teacher school in Guayana. After two years it was found to be effective: there was a high degree of satisfaction by the two teachers involved in the experience, students were well acquainted with reading materials and the community was making use of its facilities.

These positive results encouraged the development of a prototype that should be characterized by being: a) Economic, so that it could be generalized to as many rural schools as possible. b) Flexible, so that it would adapt to different conditions and the needs of people that live in different areas, have different customs and produce different things. c) Complete, in the sense that it should include a representative sample of the materials found in a larger library, and as many different types of materials as possible, but, at the same time, d) it should be simple enough to be easily assimilated to the usual school and community practices in rural areas.

The Model:

The model and prototype were finished in November 1985. It consists of the following, basic, collection:

1) Approximately 170 titles, including:

   20 Textbooks
   40 Non-fiction books
   70 Fiction books
   10 Reference books (dictionaries, atlases) and other reference materials (Venezuelan Constitution, different laws, etc.)
   20 Booklets dealing with agricultural products, health, law, community organization, etc.
   Several technical manuals for the teacher (how to organize materials, study skills, etc.
   1 Manual that explains the model and maintenance of the library.

2) Non-print materials:

   1 Physical map of Venezuela
   1 Political map of Venezuela
   1 Map of the State in which the school is located.
   1 Globe
   1 Radio with cassette player.
   1 Set of materials for literacy campaigns.
   1 Set of educational cassettes.
   2 Educational games for teaching mathematics.

3) Other materials:

1 Bookstack with four shelves.
1 Carrying case made of canvas and clear plastic for book exhibitions and transport.
8 Bookends to help maintain the collection organized.
Reading promotion posters.
Recognition plaque to the sponsor.

Functions of the Library

The library is expected to fulfill the following functions:

a) Improve the quality of the educational process by providing relevant materials in the moment when they are needed. Many of the materials are especially selected as to fulfill the needs of the curriculum development.

b) Stimulate reading and the use of reading materials both within the school and in the community. Availability of materials is one of the basic variables in the stimulation of reading behavior (5). The library, by providing materials to both children and adults, school oriented and practical materials relevant to community and everyday life issues, constitutes an important element in this context.

c) Support rural extension, agricultural development programs and literacy campaigns. The materials produced by different agencies in charge of those programs can be added to the basic collection, following the initial structure of the library and be lent from it. Those programs thus support the increase of the collection and the library helps them by keeping and lending the materials.

d) Support the professional development of teachers. The presence of the library implies a totally different way of conceiving both reading and teaching. The wealth of materials present there constitute an element to which teachers have to adapt; by using them, teachers will understand reading in a different way.

In general, the library is oriented to create an environment that stimulates reading and the use of written information not only by students, but also among all members of the community.

Teachers' Training

Teachers are the key element in the administration of the library and the fulfillment of its functions. But Venezuelan teachers don't receive training in the use of resources, or the administration of libraries. Therefore, teacher training is an important element in the model. A special course was developed by which between 10 and 20 teachers participate in a 32 hours workshop to develop skills in the following areas:

a) Types of materials included in the collection, their characteristics and technical organization for an efficient use in the teaching process.

b) Activities for the development of reading habits and information searching skills.

c) How to detect and satisfy information and recreational needs in the community.

d) Strategies for increasing the collection.

During the workshop, emphasis is given to the need of teachers reading the materials themselves and using them in the planning of classroom activities. Working in small groups, teachers plan one day in the classroom, using as many materials as possible. It must be remembered, that in one-teacher schools, there are several grades together, which means that different objectives have to be taught and therefore, different activities performed simultaneously.

Application of the Model

In March 1986, using resources provided by OAS (6), the Banco del Libro installed libraries in seven schools located in rural communities in three different Venezuelan States (Bolivar, Aragua and Miranda). All teachers were trained following the strategy described above. This allowed for the evaluation and redefinition of some elements in the model, as well as the training process. One interesting result was that, contrary to the previous experience in which teachers had been trained alone, the group situation used in this case served as a reinforcement process that helped teachers understand better what was asked from them; it also helped in creating a group cohesion that allowed for establishing future meetings for the exchange of information and giving support to each other.

Several brochures were developed and distributed. As a result of an informative campaign, several private companies are providing resources to finance the installation of over 80 libraries. The Ministry of Education has adopted the model and will be installing 194 libraries in a three year program.

Follow Up Strategies

In order to maintain permanent contact with the teachers participating in the program a "Quarterly Letter" has been planned. It will include sections on new materials published, new ways of using the basic collection, training or retraining, position articles, letter to the editor, etc. It is hoped that this newsletter will allow for maintaining the identification process development among teachers during their training.

It is hoped that in the future, it will be possible to organize a teachers' meeting in order to exchange information and generate an increased identification process among those participating in the project.

A study, also financed by OAS, has been designed to determine the effects of the library on the conception the teacher has of the teaching and learning process, on the classroom dynamics, on the students' learning and reading abilities and on the community readership patterns. The study itself will start on September 1986, but there are already certain elements to judge the effect of the library. Among others, it has been observed a high degree of satisfaction by the participating teachers, who find that, by using the library, much of the class dynamics can be transferred to the students. Books are used by members of the community, both by direct lending, or through the students; books taken home by the students are used by several people.

For further information about this project, please write to:

PROYECIO DE BIBLIOTECA ESCOLAR RURAL
PROGRAMA DE BIBLIOTECAS ESCOLARS
BANCO DEL LIBRO
APARTADO 5893
CARACAS 1010-A
VENEZUELA

FOOTNOTES

1) The Banco del Libro is a private civil association devoted to the promotion of reading. It is funded both by public and private sources. Among its programs are a publishing house (Editorial Ekare), a Children's literature program (The Banco is the IBBY representative for Latin America), a Documentation Program that specializes in librarianship, children's literature, reading and education, and a School Library Program.

The School Library Program works in the development and implementation of library models, performing basic and applied research on reading and reading habits and providing training to both school personnel and librarians.

2) In Venezuela, rural and dispersed population are defined as people living in villages or areas with less than 1,000 inhabitants. Intermediate areas are towns between 1,001 and 2,500 inhabitants and urban areas are towns with more than 2,500 inhabitants.

3) According to the 1981 Population Census, in Venezuela at the national level there is a 14 percent illiteracy rate. But in rural areas there is over 35 percent illiteracy.

4) See "La Experiencia Venezolana en la Atencion Bibliotecaria al Medio Rural." Instituto Autonomo Biblioteca Nacional y de Servicios de Bibliotecas. Presentado ante el Seminario sobre Bibliotecas Publicas Rurales en America Latina y el Caribe. Peru 1985.

5) See Rodriguez-Trujillo, Nelson and Di Salvatore, Massimo. "Effect of Availability of Reading Materials on Reading Behavior of Primary School Students." Caracas, Banco del Libro, 1986. Paper presented to the International Symposium on Perspectives on Children's Reading Materials. 31st Annual Convention of the International Reading Association. Philadelphia, April 1986.

6) The Banco del Libro participates in the "Multinational Project for Educational Materials in Basic Education" supported by the Organization of American States. One of the main objectives of this Project is to develop alternative ways of providing educational materials to schools.

7) Two corporations, Corimon, an industrial group in the chemical sector and Bigott, a cigarette producing company, will finance a wide range program for the installation of 83 libraries during 1986 and 1987.

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> THE ONLY MAN WHO IS EDUCATED IS THE MAN WHO HAS LEARNED HOW TO LEARN; THE MAN WHO HAS LEARNED HOW TO ADAPT AND CHANGE; THE MAN WHO HAS REALIZED THAT NO KNOWLEDGE IS SECURE, THAT ONLY THE PROCESS OF SEEKING KNOWLEDGE GIVES A BASIS FOR SECURITY.
>
> CARL R. ROGERS

USE OF RESOURCE PEOPLE IN GENERATING RESOURCES FOR LEARNING IN NIGERIAN SCHOOLS - ABADINA MEDIA RESOURCE CENTRE, IBADAN, NIGERIA.

By David F. Elaturoti

The Abadian Media Resource Centre was established in October 1974 as a research and materials Development Centre for school and children's libraries by the Department of Library Studies, University of Ibadan, Nigeria. The Centre itself is a model school library as sample for Nigerian schools. It provides library services to pre-school and primary school children, students in secondary schools and their teachers in Ibadan and environs. Also included among the users are students and lecturers in Faculties of Education and Arts in the University that are offering or teaching courses in school libraries, children's literature, development of reading skills and related subjects. Other people working in the area of school libraries, children's literature, development of learning resources and other children's programmes within and outside Nigeria have also been using the resources at the Centre. Through workshops and seminars, the Centre has been training personnel for Nigerian school libraries and writers of children's books. The Centre has a collection of books and non-book materials of over 12,000 volumes.

Resources for Learning

A Media resource centre in Nigeria is faced with the challenge of providing in its collection the relevant and suitable learning materials in support of the school curriculum and to provide for recreational reading of its clientele. The publishing industry until recently had concentrated on publishing of school textbooks to the neglect of other types of books for children. In effect, there have been few indigenous writers writing non-textbooks for children. Titles of published children's books in Nigeria have been very few. The greater percentage of children's books available in Nigeria at present are books written for children in other countries of the world that have been imported.

The constant curriculum reforms in Nigerian schools have introduced new subjects into school curriculum while the syllabuses of existing subjects are being revised to include new topics that are outside the scope of existing textbooks. Such textbooks need revision to incorporate the new concepts and this takes some time to effect. One of the new subjects introduced in schools is Social Studies. Because of the need to adapt the topics to local needs of each community and in view of the diverse cultural environment in Nigeria, it is difficult to have a single textbook that will contain all that needs to be taught in the subject for all the communities. There is therefore the need to generate learning materials locally to supplement the information provided in the published works or provide the only available information.

The Abadina Media Resource Centre has identified these two areas: children's books, and resources for teaching social studies in schools as areas where production of learning materials locally should be done. It is for this purpose that resource people have to be used at the Centre.

Social Studies

The collection in this subject has been mainly tape recording of interviews of discussions on specific topics. Some of the recordings are to be used with accompanying media like transparencies, charts, photographs and slides. The topics on which the Centre has made some collections include: occupations of people, religious beliefs and festivals, coronation ceremonies and chieftaincy installations, domestic animals, foods and preparation, the organization of family, marriage and custom, government and the people, etc. The collection besides providing the information needs of the users, has also provided useful resource materials for developing hobby groups among children that use the centre.

Folktales

One aspect of oral literature which has been preserved in Nigeria is folktales. In the traditional African Society the majority of the people lived in villages and adults used to tell stories to children at night when the day's work was done. People gathered together as one big family and listened with attention to tales told by the adult. The folktales usually present a completely different world from our own world: a strange world where men and animals lived together and understood one another, where animals were able to do all the things that human beings did, where human daughters were given as wives to clever animals, and where people listened to and understood the voices of birds.

The Folktales have different themes and motifs. Some of the tales offer explanation to: origin of certain towns, some religious worship, certain abstract ideas and natural phenomena. Some tales reflect societal beliefs and values while others are on particular aspect of family life. There are also Trickster, magic, dilemma and animal - tales. The tales did not only entertain but they also taught morals.

Nigeria being a nation of multi-ethnic people has a variety of folktales, reflecting the different cultures of the people. The tales have been found to be related in both subjects and themes. There has been a growing awareness of Nigerian folktales being a rich source of materials for writing suitable children's books among educators and authors.

The centre has embarked on collection of Nigerian folktales on tapes in the three main languages in Nigeria: Hausa, Igbo and Yoruba. The recorded tales have provided valuable resource materials in support of story-hour programme and at workshops for writers of children's books organized by the centre. The folktales consist of prose narratives usually preceded by songs and riddles. There are also songs with music in between the narrative to stimulate children's interest through active participation. At the end of each tale, the story teller highlights the moral lessons in the tale. It is the practice for the story teller to make certain sound with the mouth as a proof of the credibility in the tale narrated. The four tales selected for playback conform with this mode of presentation. (samples from tapes were played at this point)

Sources of Materials Generated

The resource people that have been used consist of community heads, artisans, professionals, religious priests, teachers, students, & other individuals in the various communities. The students of the Department of Library Studies, parents of readers, programme producers in the Broadcasting organizations and staff of the Centre have given assistance in identifying the resource people. Some of the resource people live outside Ibadan. The Centre's staff usually visit the resource people on appointment in their homes or business premises to collect the information recorded. Method of information collection has been mainly interview and discussion. Most of the recordings have been made in non-acoustic environment and therefore are not of high technical quality but audible enough for communication purposes.

Two institutions in Ibadan, the Institute of African Studies, University of Ibadan, and the Federal Radio Corporation of Nigeria, have assisted the Centre in developing its collection of Nigerian folktales. The two institutions have some collections of Nigerian folktales in their libraries which they allow the Centre to examine, select and make copies. The Centre was only requested to provide the clean cassettes while the copying was done free by the institution. This type of assistance has been a great relief financially to the Centre.

Evaluation of the Project

The Centre has generated a valuable collection of learning resources on social studies and folktales which are capable of enriching the resource base for learning in the Nigerian primary schools. The folktales have been used with children in the Centre and have provided an alternative source of entertainment and information for the children. The folktale collection, over the years, has provided suitable resource materials for workshops organized by the Centre for writers of children's books in the English and Nigerian languages. The tales have also been used in developing reading interests among children through their use in story hour programmes organized by the Centre.

The financial support for the development of the collection has come from the Centre's annual budget and workshop grants received from the Federal Ministry of Education and the Unesco in 1983. For the past three years, the University estimate has been drastically cut due to the economic recession in the country. Funds for prosecuting this project are no longer available to the Centre. While efforts made to obtain funds from other sources have yielded no fruit, the Centre at present relies on volunteer resource people who will not receive any remuneration for the information supplied. The Centre is also exploring the possibilities of making more additions to the collection through the broadcasting organizations. One cannot expect much from these sources. Funds are therefore required for keeping the collection growing.

The Centre, through the Nigerian School Library Association, is getting more institutions; e.g. schools, colleges, libraries, interested in making collections of Nigerian Oral Literature in their states or communities. This is one of the measures to save costs in developing the main collection. At the last annual conference of the Association, held in February 1986 in Benin-City, each state branch was requested to raise funds in their states for funding the project. It is hoped that a lot of learning resource materials will be generated through this medium with minimal cost. The Association is proposing a central documentation centre for the materials generated to create awareness for the resources and to maximize utilization.

Conclusion

The generation of learning materials by school libraries/media resource centres in Nigeria to supplement the available published materials will enrich the resource base of learning in schools and help to improve the quality of education. For the effective implementation of the new 6-3-3-4 system of education in Nigeria, the use of resource people to generate needed learning materials in schools is hereby necessary to combat the shortage of resource materials for teaching certain subjects in the curriculum.

Centres for learning resource development in the country, such as the Abadina Media Resource Centre, should be adequately funded to produce prototypes of learning packages which could be mass-produced for use in all schools. Financial assistance from the Government and other institutions towards this project will be a worthwhile investment in improving the quality of education in Nigeria.

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"TOUR DAY" --- IASL CONFERENCE '86

Wednesday, July 30, had been planned as an all-day outing with a selection of seven tours organized to give delegates the opportunity to visit school and public libraries, museums, book shops and historic sites, not only within Halifax but in the surrounding areas.

Neal Bowers, librarian at Park View Education Centre, Bridgewater, was responsible for the SOUTH SHORE tour and reports, "Consistent with my usual style, I arranged things with a minimum of pomp and official ceremony. Lloyd Campbell, Assistant Superintendent (Lunenburg County District School Board) paid the bills and gave the go-ahead and blessings of management & Board. Lunch was at the Fairview Inn. Earl Rutledge gave the tour of the Teachers' Centre; Frances Anderson, Branch Librarian, handled the group at the Bridgewater Branch of the South Shore Regional Library; I did the talking at Park View and at Bridgewater Elementary. The famous homemade ice cream was paid for by our local, independent bookstore, Sagor's R and C Bookstore, and was made by Marie and me, late one night. The whole thing was an entirely enjoyable affair -- I hope the people on the tour had as much fun as we did showing them around." (It was reported that Neal also took time to include some scenic spots and a brief look at the Fisherman's Museum, Lunenburg. Feedback on this tour was very positive!)

Elaine Rillie, librarian, Kentville Schools, arranged the tour to the ANNAPOLIS VALLEY with assistance from Marian Ward, Bridgetown; Pam Pinch, Kentville; Audrey Wellwood, Central Kings; Thelma Sims, Wolfville; Marion McLellan, Aldershot/New Minas; and Andrea Northey, Coldbrook. The day began with a visit to Falmouth District School, Hants West, where Lilla Siderius welcomed the group to the newly-renovated library. A stop at historic Grand Pre park gave everyone an appetite for lunch. After the lunch break, Doug Stockman, Assistant Superintendent, Kings County District School Board, welcomed the group to Coldbrook School Library, then on to Wolfville School where Thelma Sims gave a brief guided tour of the Resource Centre. Before starting back to Halifax, the group visited the Box of Delights bookshop where they enjoyed refreshments and a chat with Hilary Sircom, manager of the shop. Tour members were very pleased with their day.

June Oxner, Dartmouth School Library Department, organized the tour to that area. The morning was spent at Admiral Westphal School where Ruth Durrant conducted the visit to this junior high school library; this was followed by a tour of the Technical Services Department of the Dartmouth School Library Services, and the Teachers' Centre, which are both located in that school. Lunch, provided by the Dartmouth District School Board, was set out in the Teachers' Centre, and had been ably organized by Verna MacDonald, secretary to Darrell Lynch, Supervisor of School Library Services. Following lunch, the group visited the newly-renovated Northbrook Elementary library & the Dartmouth Senior High School library. June reports, "Small group, but enthusiastic. They seemed to enjoy the day. (Also squeezed in an hour of shopping at MicMac Mall!)" There were good comments from tour participants.

Marjorie MacFarlane, Supervisor of School Libraries, Halifax-County/Bedford District School Board, planned and piloted the EASTERN SHORE tour. En route to Dartmouth and beyond, tour participants had a number of historic spots pointed out to them. First stop was Lakeview Consolidated School, Porter's Lake, where the principal, Wilson Baker, welcomed the group and provided a tour of the library. At Gaetz Brook Junior High School, principal John MacPherson greeted the tour members and Jane Thornley, librarian, provided a tour and a discussion of the library program. After a seaside lunch at the Golden Coast Restaurant, the group paid a brief visit to the Fisherman's Life Museum, Jeddore/Oyster Pond, and then were given a tour of the new Musquodoboit Harbour Branch of the Halifax County Regional Library by branch librarian, Bill Mitchell. (A small but appreciative group whose numbers were supplemented by a retired school librarian from Florida who was part of the ElderHostel group in residence at Sherriff Hall while the IASL Conference was in progress. She thought our group was more interesting and, pleading cabin fever, asked if she could join one of our tours.)

In order to accommodate the expected numbers, three tours were planned for the Halifax City area. Margaret Ross, Supervisor of School Library Services, did the overall organization for these tours and acted as guide for the SOUTH END HALIFAX group. This tour included a brief visit to the Tower Road Elementary School, lunch at The Brewery, as well as stops at the Legislative Library and Halifax City Regional Library, where refreshments were served. Ann Keeping, librarian, Queen Elizabeth High School, and Linda Negulic, librarian, Beaufort Elementary School (French Immersion) welcomed the group to their respective libraries.

Bertha Currie was in charge of the CENTRE CITY & NORTH END HALIFAX group, and welcomed the participants at the Library Department, Halifax District School Board, where refreshments were served. St. Patrick's High School was the next stop where librarian Florence Whitby provided a short tour of library facilities. Lunch had been arranged at the Halifax Citadel where Friends of the Citadel provided an enjoyable "historic experience", then on to the North Branch, Halifax City Regional Library, where Adelia Amyoony, Coordinator, Extension Services, told the group about the many community oriented programs and projects undertaken at this Branch. A brief scenic tour via Fort Needham/Memorial Bells/Hydrostone area/Music Room, Bedford Highway, brought the group to Grosvenor-Wentworth School where library assistant Lisa Fuller welcomed participants. Provincial Library/Media Services, Bayers Road, was the last stop of the day. The group was welcomed by Candace Stevenson, Director, Education Resource Services; Carin Somers, Provincial Librarian; Bernard Hart, Education Media Services, and staff of the various sections. After enjoying some light refreshment, participants visited the areas in which they were most interested. "Shoppers" were then directed to the various shopping malls in the immediate vicinity, and others were transported back to Sherriff Hall.

The third Halifax City tour was the one big disappointment of the day - not because of the quality of the tour itself, but because so few signed up for it. An over-enthusiastic Conference Chairperson (Coulter) had naively taken for granted that enough tours should be organized to accommodate all delegates, and assumed that all delegates would, of course, sign up for one! These tours were promoted at all foregoing sessions and it was hoped that some last minute takers would appear, so by the time it was realized that this was not going to happen, it was difficult to contact all those involved to cancel the arrangements. Apologies to all concerned and grateful thanks to Doreen Stuart who very kindly guided two most appreciative delegates on the SPRYFIELD & SOUTH END HALIFAX tour, which began at the Chebucto Heights Elementary School where library assistant Liz Newkirk welcomed the "group" and served refreshments she had prepared. Doreen took her visitors through the library at J.L. Ilsley High School, then on to the Capt. William Spry Centre where Jean Morgan, branch librarian, welcomed them to the Mainland South Branch, Halifax City Regional Library. Following lunch at the Centre, a brief look at York Redoubt and the Dingle, the tour moved on to the International Education Centre, Saint Mary's University, for an introduction to the program carried on there. After enjoying refreshments, the "group" travelled to the Public Archives of Nova Scotia where they spent some time before returning to Sherriff Hall.

Feedback from all three Halifax City tours was very positive.

The work and cooperation of all those involved in making this "TOUR DAY" a success is much appreciated by the Conference Chairperson and delegates attending IASL '86.

****

THE LAST WORD

"THE ONLY DIFFERENCE BETWEEN A MACHINE AND US IS THAT A MACHINE IS AN ANSWER AND WE ARE A QUESTION."

ROGER ROSENBLATT
TIME
MAY 3, 1982, p. 59

VOLUNTEERS IN THE SCHOOL

S.A.I.S.-RIYADH
SAUDI ARABIA

IASL CONFERENCE
1986

SHARON PRESCHER

PROPOSAL

CREATING, CONDUCTING, AND IMPLEMENTING A VITAL, VERSATILE VOLUNTEER PROGRAM FOR SCHOOL PROGRAMS AND LIBRARY-MEDIA CENTERS

I. The school
  A. Identifying specific needs
    1. Areas of service:
      a. Library-Media Centers
      b. Classrooms
      c. Office
      d. Nurse
      e. ESL
      f. Computer office
      g. PTA
      h. Specific programs
    2. Defining project
      a. Short term
      b. Long term
  B. Inservice with staff
    1. Positive approach to program, maximizing teaching
    2. Importance of initial training
    3. Capitalize on the expertise and talents of volunteer
II. The volunteer
  A. Motivation
    1. Reasons for joining
      a. Self interests. Opportunity to meet new people, make new friends, get out of the house, keep track of kids and what goes on at school, professional growth, hopes of getting a job eventually.
      b. Service to children, school, community. Sense of duty or obligation.

III. Mechanics of program
  A. Personnel
    1. Coordinator
    2. Principal or program administrator
    3. Volunteer
  B. Communication
    1. Recruitment contacts
      a. while being interviewed by personnel director for a paid staff position
      b. through advertisements or requests for volunteers in school publications
      c. through PTA
      d. word of mouth
      e. contacts with company personnel reps
    2. Placement process
      a. Volunteer submits completed application
      b. Coordinator reviews application considering talents, interests, and expertise of volunteer
      c. Application is sent to appropriate principal or program administrator
      d. Initial telephone call is made to volunteer informing her of school needs and giving options for service (i.e., tasks, grade level)
      e. Assignment is finalized, day and time of duty are scheduled
      f. Specific meeting place and time are arranged for first day of duty
      g. Volunteer is given telephone number of supervisor in case of emergency

3. The first meeting
    a. Introductions
    b. Review school expectations.
        Discuss policies, confidentiality, importance of service
    b. Set up definite time frame for service.
        (i.e., Reassess situation after 1 month to determine if all is well or if change is desired or needed.)
    c. Take volunteer to assigned place, make introductions, and sign in
4. Follow up
    a. Personal contact with volunteer
    b. Personal contact with supervisor
5. Rewards
    a. Tangible. certificates, page in yearbook, teas and coffee parties, gifts, recognition in school publications and at school functions
    b. Intangible. Tons of praise, sense of accomplishment, satisfaction of a job well done.

C. Record keeping
    1. Applications and placement reports
        a. Active file
        b. Inactive file
    2. Schedules
        a. Current
        b. Past
    3. Sign-in sheets
        a. Keep track of number of hours contributed
        b. Record kinds of tasks accomplished
            (Useful information for reports and evaluation of program.)
    4. Individual record cards

D. Inherent difficulties which may arise
   1. Absences. Repatriation leaves, undependability (Solution: train more than one volunteer for that day)
   2. Being hired away
   3. Dealing with hurt feelings if a job vacancy is filled by a better qualified applicant. (Stress no guarantees)
   4. Volunteer not enjoying assignment (Reassign)
   5. Wearing out telephone contacts (Try a contact letter to activate volunteer)
   6. Personality quirks

IV. Conclusion
   A. Volunteer programs benefit both school and volunteer
      1. Make certain that tasks, time limits, and expectations are clearly defined.
      2. Program is an alternative to declining funds

   B. Bottom line is that students benefit
      1. Teachers can have more time to teach
      2. Teaching materials and stations can be enriching
      3. Students can receive more individual attention

CREATING, CONDUCTING & IMPLEMENTING A VITAL, VERSATILE, VOLUNTEER PROGRAM FOR SCHOOL PROGRAMS & LIBRARY-MEDIA CENTERS.

by Sharon Prescher

(As some of the items used by Sharon Prescher in her presentation, e.g. recommended readings, have appeared in various library journals and are therefore copyrighted, the text of these will not be used here. Bibliographic information will be included at the end of this paper. Samples of policy statements, forms, etc. used in the volunteer program were included in the handouts provided to those who attended her workshop, and are being included here.)

Draft (New Policy)
File: 9.90

PARENT VOLUNTEER PROGRAM

Parent volunteers play an important role in a successful school program. The Superintendent shall draft procedures that include identified areas where parents can be involved, an orientation format offered to parents participating in the volunteer program, the means by which the volunteer parent program will receive ongoing review and the designated administrator who shall coordinate the program annually.

File 9.90-R

PROCEDURES FOR IMPLEMENTING THE PARENT VOLUNTEER PROGRAM

1. Each year administrators will be fully informed as to the scope and responsibilities of the parent volunteer program.
2. Administrators will identify areas where volunteers can successfully be used in their school/program.
3. Volunteers are "recruited".
    a. While being interviewed by the personnel coordinator for a paid staff position.
    b. Through advertisements or "calls for volunteers" in the News Flash.
    c. Through the P.T.A.
    d. By word of mouth.
    e. By contacts with company personnel reps (example - U.S. Embassy, Bell Canada, Corps of Engineers).

4. All volunteers fill out the same type of form (see attached exhibit) indicating basic personnel information and areas of volunteering interest.
5. All forms are centrally collected before "referral" takes place to a principal or administrative unit.
6. The building principal or program administrator is responsible for:
   a. Contacting the potential volunteer.
   b. Interviewing the potential volunteer.
   c. Placing the volunteer.
   d. Evaluating the volunteer.
7. During the time of interview, the volunteer will be informed about volunteer expectations (refer to sample letter entitled "Reminders for Parent Volunteers, 28 August 1985)
8. It is the intent to expedite the actual placement of volunteers so that volunteers are not "left hanging".
9. Records will be maintained regarding the program which will include where and how many volunteers are used.
10. The total volunteer program will be reviewed annually for possible revision and program improvement.

PARENT VOLUNTEER FORM

SAIS-R (AMERICAN SECTION) FREQUENTLY HAS NEED FOR PARENT VOLUNTEER ASSISTANCE. THE TYPE OF HELP AND THE TIME REQUIREMENT VARIES. WE DO NEED YOUR HELP! IF YOU ARE WILLING TO VOLUNTEER SOME OF YOUR TIME, PLEASE COMPLETE THIS FORM AND RETURN IT TO THE DIRECTOR OF ADMINISTRATIVE SERVICES/CURRICULUM.

NAME____

NAMES AND GRADES OF STUDENTS ATTENDING SAIS-R______________________

____

TELEPHONE NUMBER____________________________________

DAY(S) YOU ARE AVAILABLE TO VOLUNTEER: (Circle all which apply)

SATURDAY SUNDAY MONDAY TUESDAY WEDNESDAY

TIMES YOU ARE AVAILABLE TO COME TO SCHOOL:

8:00 - 2:30 _____ 8:00 - 12:15 _____

I WOULD PREFER TO COME IN ON AN "AS NEEDED" BASIS (NOT SCHEDULED) YES___ NO ___

GRADES YOU PREFER TO WORK WITH: (Circle all which apply)

PRESCHOOL-KINDERGARTEN-1-2-3 4-5-6 7-8-9

COMMAND OF THE ENGLISH LANGUAGE FLUENT_____ LIMITED ____

I WOULD ENJOY:

(1) HELPING IN A CLASSROOM _____ (2) HELPING IN THE LIBRARY ____

(3) HELPING IN THE NURSE'S OFFICE ____ (4) HELPING IN THE COMPUTER PROGRAM ____

(5) HELPING IN THE OFFICE _____ (6) HELPING IN THE PRINT SHOP ____

(7) OTHER _____ (SPECIFY)________________________________

MY SPECIAL TALENTS AND EXPERIENCE INCLUDE:

____

____

____

FOR SCHOOL USE ONLY

Referred to ______________________ Date __________ Placement____________

SAUDI ARABIAN INTERNATIONAL SCHOOL
RIYADH

. O. Box 990
Riyadh - Saudi Arabia

المدرسة العربية السعودية العالمية ـ الرياض
ص.ب : ٩٩٠
الرياض ـ المملكة العربية السعودية
(مرسوم ملكى رقم ٢٠٠٧ ـ ملف رقم ٣٧٦٤٢/أ

Date 28 August 1985

التاريخ ____________

TO: Tim Hansen
Don Shoemaker
Steve Sibley
Eddie Miller
Sharon Prescher
John Bradley

FM: Grant Fiedler, Assistant to the Superintendent GF

RE: Reminders for Parent Volunteers

If you utilize parent volunteers in your programs this year, the following points should be stressed prior to their starting at SAIS-R.

1. All information about staff, students and their families gleaned while at school is confidential and should be used only in an educational context and only at school.
2. Any judgements concerning the relative merits of school staff members should be kept to oneself as sharing them has no beneficial effects and several potential negative results.
3. Any volunteer who is unable to come at an agreed upon time must call in well in advance to so inform the teachers with whom she would be working. Dependability is essential.
4. Should any problems arise between a volunteer and anyone else working in the school, the volunteer may be terminated. The teachers direct the volunteers. The onus is on the volunteer to get along. Volunteers must recognize that their relationship with staff members requires mutual respect and confidence.
5. Volunteers must realize their importance as a role model to students in all areas including appropriate behavior, speech and dress.

MEDIA CENTER VOLUNTEER PLACEMENT REPORT

		S	S	M	T	W
Pre-K	____	____	____	____	____	____
Primary	____	____	____	____	____	____
Intermediate	____	____	____	____	____	____
Junior High	____	____	____	____	____	____

Called ____

Date started ________________ Date finished __________

Month____________

MEDIA CENTER VOLUNTEER SCHEDULE: 1985-86

NAME HOURS

PRE-K

S 1 ____________________
2 ____________________
3 ____________________

S 1 ____________________
2 ____________________
3 ____________________

M 1 ____________________
2 ____________________
3 ____________________

T 1 ____________________
2 ____________________
3 ____________________

W 1 ____________________
2 ____________________
3 ____________________

PRIMARY
1-3

S 1 ____________________
2 ____________________
3 ____________________

S 1 ____________________
2 ____________________
3 ____________________

M 1 ____________________
2 ____________________
3 ____________________

T 1 ____________________
2 ____________________
3 ____________________

W 1 ____________________
2 ____________________
3 ____________________

VOLUNTEER SIGN-IN SHEET: MONTH OF:______________

PRE-K, ELEMENTARY, INTERMEDIATE, JUNIOR HIGH
(Underline appropriate Media Center)

NAME	DATE	NO. HOURS WORKED	TASK

VOLUNTEER PROGRAM. SOME SUGGESTIONS REGARDING TASKS

Library-Media Centers

1. Circulation of materials
2. Vertical file processing
3. Graphics
4. Setting up activity centers
5. Creating bibliographies using computer
6. Processing new books
7. Sorting and filing cards
8. Shelving materials
9. Shelf reading
10. Gathering books and materials for class use
11. Translating foreign language materials
12. Presenting cultural programs: Hobbies, collections, origami, weaving demonstrations
13. Inventories
14. Audio-visual production
15. Assisting students
16. Checking bibliographies and catalogues against the card catalog for use in future book orders

Classrooms

1. Assisting students
2. Preparing graphics and displays
3. Individual projects, such as chaperoning field trips
4. Room mothers

Office

1. Clerical work
2. Yearbook and photograph sales (proposed)

Nurses office

1. Hearing screening
2. Vision screening
3. Record keeping
4. Telephoning
5. Monitoring sick or injured students
6. Taking messages
7. Noontime relief for nurse

Computer

1. Prepare software
2. Assist teachers with computers
3. Prepare documentation (assemble and distribute)
4. Update file, such as inventory, check out, software listings
5. Help in computer labs as aides

PTA volunteer projects

1. Vision screening
2. Career Day
3. Parent directory
4. Helping with field days
5. Assisting with Fine Arts Fair
6. Hosting "Meet Your School" activities
7. Hosting an international dinner

SUGGESTED READINGS

1. Volunteers: recruitment and re-enlistment; by Tim Best. The Book Report (issue not given) p. 25.
2. Volunteer management; by Paul Rux. The Book Report, vol.4, no.3, Nov.-Dec. 1985, p. 14.
3. Training a professional student staff; by Toni Pray. The Book Report, vol.4, no.3, Nov.-Dec. 1985, pp. 15, 28.

DO I KNOW HOW TO WORK WITH PEOPLE?

(Source unknown)

A two-way communication process is essential in the establishment of working relationships. Often, with the enabling (helping) process, non-verbal communication is equally as important as verbal communication. You will establish positive relationships with people when you show:

1. Respect for the dignity of the person.
2. Trust in the individual.
3. Care and concern for people.
4. Readiness to share purpose of visit or conversation.
5. Good listening habits.
6. Good techniques of observation.
7. Willingness to give requested information or help.
8. Willingness to request information or help.
9. Willingness to share information on a realistic and truthful basis about what cannot be done.
10. Assurance of confidentiality.
11. Recognition of the strengths of a person and encouragement for use of those strengths.
12. Patience.
13. A sense of humor.
14. Ability to take criticism.
15. Ability to laugh at one's self.
16. Capacity for admission of mistakes.
17. Capacity for saying, "I don't know, but I'll try to find out."
18. Dependability, (Keeping one's promise.)
19. Greater concern for needs of the person than for your own needs in terms of time, convenience, etc.
20. Regard for people's physical and emotional well being.
21. Readiness to let people work out their own plans without imposing yours.
22. Ability to offer alternatives.
23. Readiness to give praise whenever appropriate.

GETTING ALONG WITH THE STUDENT

(Source unknown)

You will want to set a positive, warm learning environment when working with students. Do remember that it will take time and patience for you both to feel comfortable and friendly but you will be taking the first step toward building the desired relationship if you will simply be yourself. Remembering some of the following points may also help as you begin working with students.

1. What a person is called is very important to them. Make sure you say the student's name the way he wants it said.
2. Make sure the student knows your name. Write it on a card for them.
3. Show the students that you are interested in them as persons.
    What do they like to do?
    Who are their friends?
    What is their family like?
    What are their hopes and dreams?
4. Try not to be late or absent for your sessions with students. Let they know i . you can not be there. They will be watching closely to see whether or not you show up every time.
5. Pay attention to them. Listen to what the student has to say. Spend a few minutes making light conversation before you begin.
6. Tell the student something about yourself and your family. The student will want to know that you are a friend, too.
7. Share experiences that you have had that may be of interest to the student with whom you are working.
8. Praise the student when he succeeds at the activity you have been doing together. Let him know you expected him to succeed by saying, "I knew you could do it."
9. Be patient. Although the progress may seem slow, you will begin to notice some gain in time.

IT IS TRUE THAT THE VOLUNTEER'S INTEREST AND ENTHUSIASM MAY BE THE SINGLE MOST IMPORTANT PART OF HIS SUCCESS.

MAY ZAYNAN

Thank you for sharing your valuable time and special talents with the Library-Media Centers of the Saudi Arabian International Schools-Riyadh, American Section.

Sharon K. Prescher
Sharon K. Prescher,
Head Librarian

In appreciation of your service to S.A.I.S. ~ Riyadh

1985-86

THE SCHOOL LIBRARY & THE WORLD OF THE COMMUNITY: THE LIBRARY & PUBLIC PROGRAMS

by Sandra Hodges Gamal

CAIRO AMERICAN COLLEGE FOCUS SERIES: The Library and Public Programs

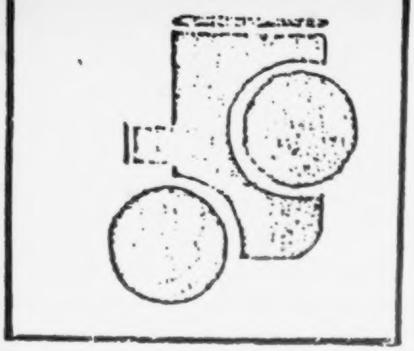
In December 1983, CAC Media Center and Social Studies Department joined forces to present for our faculty a showing of the controversial television film THE DAY AFTER which had been shown in the U.S. and Britain in late November. Because of the great amount of discussion this film had generated, we felt that a preview for the faculty and a panel presentation on nuclear issues by experts available in the Cairo community would be a valuable contribution to faculty development in an area of public concern.

The program was very well received, and requests from the faculty for continuation of the series were so many that we undertook to present two more programs that Spring. The series was quickly thought of by the faculty as an established CAC activity, so for Spring 1985 a larger planning committee was organized, and three more programs presented, including a study tour. The series for Spring 1986 has succeeded in mounting only one program, as we have been bedeviled by uncertain conditions as a result of the civil unrest in Cairo in February and the recent U.S. actions against Libya.

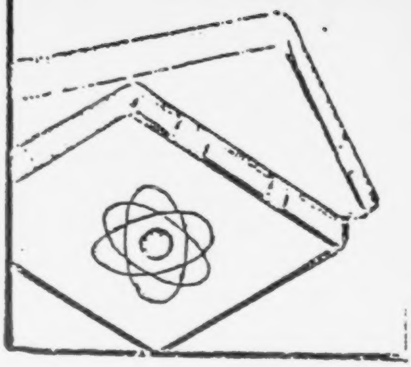
Because CAC is an international school with approximately 90% of the students and about 95% of the faculty not citizens of Egypt, the programs have mostly been designed to offer opportunities for gaining more understanding of the Egyptian environment.

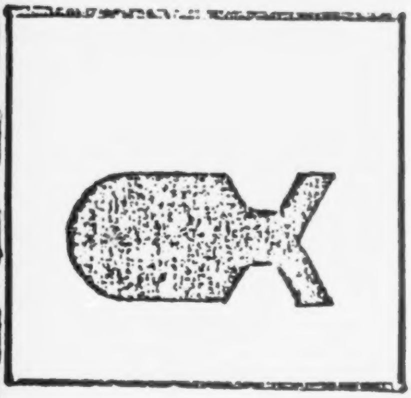
In this presentation, I will outline the philosophy of such programs efforts, the importance of collaboration with other departments of the school, involving faculty members in suggesting topics as well as in planning the events, relating the topics to curricular areas, identifying and inviting resource people from the host country, and will be providing various handouts as illustrations (copies included here). I will also be using some of the A-V items that we have used.

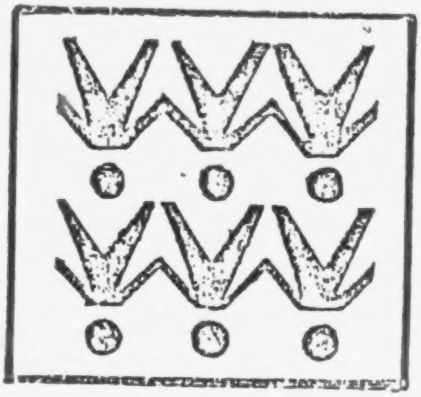
Sandra Hodges Gamal is Librarian, Cairo American College



FOCUS
ON
NUCLEAR
ISSUES







FOCUS ON ... SERIES

is organized to provide opportunities for interested faculty to meet and discuss issues of current concern, to preview selected media and teaching materials, and to learn from the views of subject specialists.

Future programs are:

Focus on Islam

Focus on Palestine

Social Studies Department

Media Center

FOCUS ON
NUCLEAR ISSUES

January 12, 1984

CAC Media Center

7:00 Welcome

7:10 "HIROSHIMA NO PIKA" by Toshi Maruka
a slide presentation by Carole Naguib
photography by Cassandra Vivian

7:30 "THE DAY AFTER"

9:30 BREAK

9:40 PANEL DISCUSSION
Dr. Tim Sullivan, MOderator
Professor, American University in Cairo
Dr. Fawzi Hammad
Chairman, Nuclear Safety Commission (ARE)
Mr. Jack Thompson
Correspondent, British Broadcasting Corporation
Mr. Bob Beecroft
First Secretary, U.S. Embassy (Cairo)

10:15 QUESTION-AND-ANSWER SESSION on the place of nuclear issues in curriculum

Mr. C. Skardon Bliss, Secondary School Principal

Concluding Remarks

Special Thanks to Ms. Cass Vivian and Dr. Adli Bishay of AUC, and to Mr. Brent Hartley, Science Office, U.S. Embassy, for help in organizing this evening's program.

FOCUS ON ... SERIES

is organized to provide opportunities for interested faculty and staff to meet and discuss issues of current concern, to preview selected media and teaching materials, and to learn from the views of subject specialists.

Future programs are:

FOCUS ON PALESTINE (May 1984)

FOCUS ON ISLAM (September 1984)

Social Studies Department

Media Center

FOCUS

WOMEN IN THE MIDDLE EAST

March 19, 1984
7 p.m.

CAC
Media Center

FOCUS

WOMEN IN THE MIDDLE EAST

March 19, 1984 CAC Media **Center**

7:00	Welcome
7:10	"THE PRICE OF CHANGE" Elizabeth W. Fernea, Director
7:35	DISCUSSION
8:15	Break
8:30	"THE VEILED REVOLUTION" Elizabeth W. Fernea, Director
8:55	DISCUSSION
	Concluding Remarks

PANEL MEMBERS

Dr. Zahira Abdine
Professor, Cairo University;
Director, Giza Children's Hospital

Dr. Farkhouda Hassan
Professor, American University in Cairo
Member, Egyptian Parliament

Ms. Barbara Ibrahim
Ford Foundation

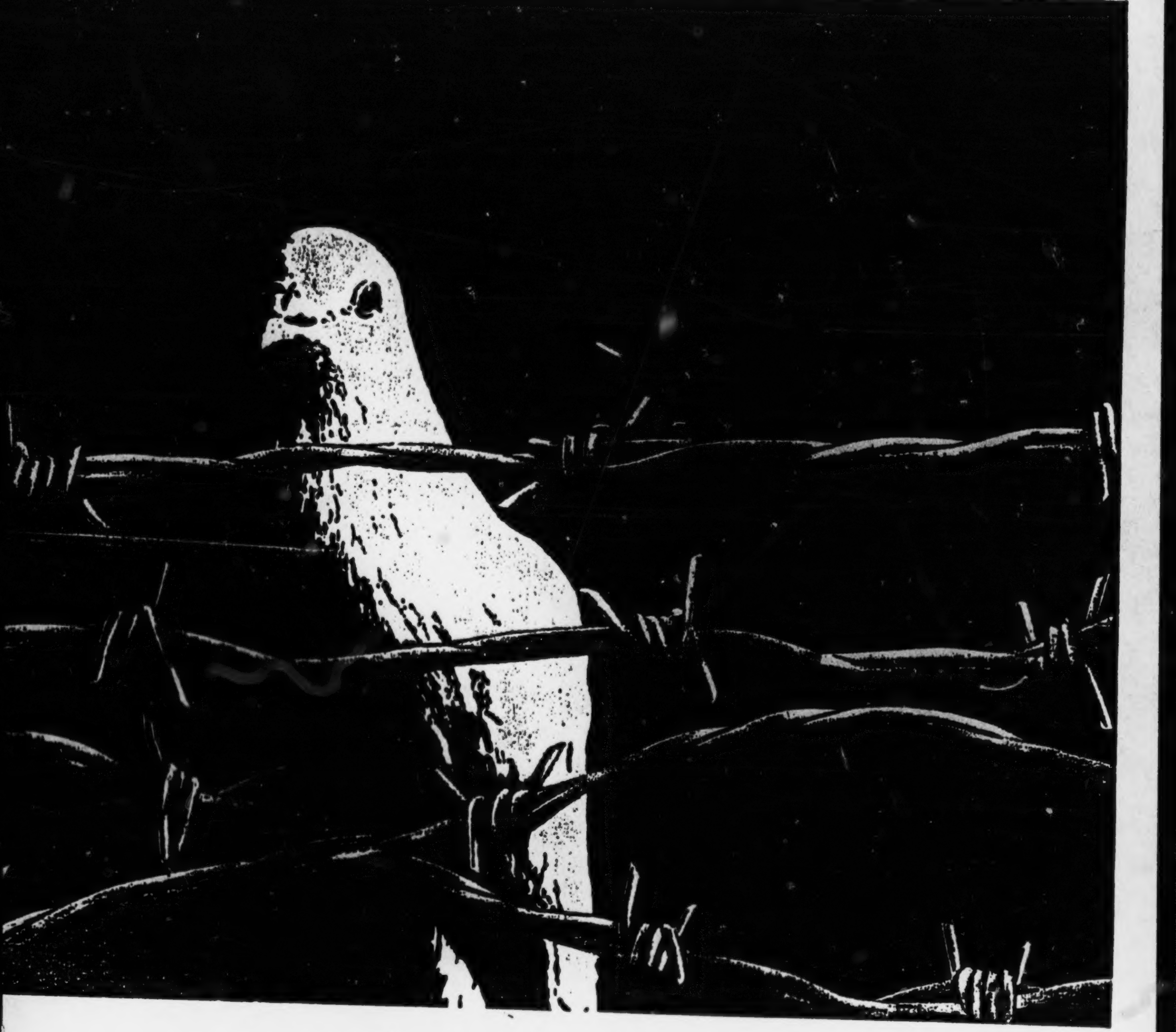
Dr. Tim Sullivan, Moderator
Professor, American University in Cairo

SPECIAL THANKS TO...

Mrs. Colette Zacharias for loan of Tunisian jewelry

Mrs. Nadia el Kholy for loan of Egyptian dress

Ford Foundation for loan of films



palestine/israel

C.A.C.

May 5 2-5 p.m.

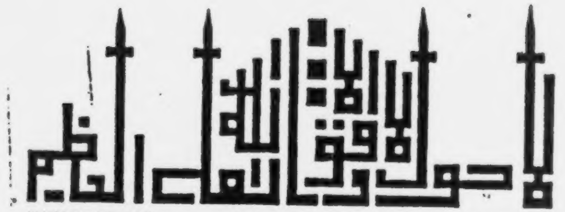
FOCUS

PALESTINIAN / ISRAELI CONFLICT

May 5, 1984 CAC Media Center

2:00	Welcome
2:10	"ARABS VS. ISRAELIS: THE QUEST FOR PEACE" a filmstrip produced by Educational Enrichment Materials, 1979
2:30	PRESENTATIONS: HISTORICAL AND INTERPRETATIVE Dr. Arnold Green Professor, American University in Cairo Dr. Ann Lesch The Ford Foundation Dr. Tim Sullivan Professor, American University in Cairo
3:30	BREAK
3:45	QUESTION-AND-ANSWER SESSION on teaching about the Palestinian/Israeli Conflict Dr. Tim Sullivan Moderator
4:30	"WOMEN UNDER SIEGE" a film directed by Elizabeth W. Fernea Concluding Remarks

Special thanks to Carolyn Lyons and Barbro Ek for assistance with the program; and to Usta 'Ali for preparing the delicious Middle Eastern snacks.



In kufic script shaped like a mosque and four minarets on either side. "There is no strength and no power but that of the Almighty and All-powerful God."

F O C U S : THE APPEAL OF ISLAM TODAY

March 9, 1985
4 p.m.

CAC Media Center

Welcome

"ISLAM: A PICTORIAL ESSAY"
Part I, Doctrine
a video production by Islamic Texts Society

DR. ALI HILLAL DESSOUKI, Professor
Cairo University

DISCUSSION/QUESTIONS & ANSWERS

"THE LONG SEARCH: THERE IS NO GOD BUT GOD"
End segment on Islamic life in an Egyptian village
A BBC Television Production

FOCUS
FOCUS
FOCUS
FOCUS

FOCUS

Reserve Saturday afternoon, January 11, from 4-6 p.m. for the first program in the 1986 FOCUS series.

EGYPT: PRESERVING THE ENVIRONMENT

The Built Environment: Dr. John Rodenbeck
Founding member of SPARE (Society for the Preservation of the Architectural Resources of Egypt)

The Natural Environment: To Be Announced

Moderator: Dr. Tim Sullivan

Other programs being planned are:

February:	Study tour to Besaisa, a solar energy village in the Delta
March:	Study tour to an oil production/exploration site
April:	Contemporary trends in Egyptian cinema and painting

We welcome your suggestions about these plans, and your participation in all the FOCUS programs

The organizing committee: L. Crouch, E. Ferreira, S. Gamal, F. Hoffman, K. Kerwin, K. Kruk, G. Marshall, N. Rizk, L. Shaheen, J. and T. Sullivan, R. Taylor

FOCUS
FOCUS
FOCUS
FOCUS

FOCUS

FOCUS 1986

The first program in the 1986 FOCUS series will be

Saturday, January 11 4 p.m. Media Center

The program and presentors are:

EGYPT: PRESERVING THE ENVIRONMENT

The Built Environment:

DR. JOHN RODENBECK, founding member of SPARE (Society for the Preservation of the Architectural Resources of Egypt)

Law and Legislation of Environmental Protection

DR. FARKHONDA HASSAN, member of Shura Council, and science presentor on Egyptian televison

Moderator:

DR. TIM SULLIVAN, AUC Professor of Political Science

Please join us for this afternoon of information and discussion on a vital topic for all residents of Egypt. The program is open to faculty, staff, students and community members.

R.S.V.P.

Ginger Marshall	ext. 126
Sandra Gamal	ext. 143

FOCUS ON ... CHANGE

The first program in the FOCUS ON ... CHANGE series will be

Saturday, January 19 - 7 p.m. Media Center

The program and presentors are:

NASSER'S REVOLUTION: VIEW FROM THE 80'S

Dr. Raymond Baker (AUC/Williams College)
Dr. Galal Amin (AUC Professor of Economics)
Dr. Mona Makram Ebeid (AUC Professor of Sociology)
Dr. Arnold Green, Moderator

Dr. Baker's book *Egypt's Uncertain Revolution Under Nasser and Sadat* and Eric Rouleau's article *Egypt's Identity Crisis (Le Monde, August 21, 1984)* are on overnight reserve at the Periodicals Section for your background reading.

R.S.V.P. (faculty and guests) to Sandra Gamal, ext. 143

SCHOOL LIBRARIES IN CANADA - SOME HIGHLIGHTS

by Susan Traill

This presentation was primarily an overview of the Western Canadian school library scene. It included an outline of the Winnipeg School Division's Literary and Cultural Appreciation Programme whose Scope and Sequence continuum forms an excellent basis for discussion between teacher-librarian and teacher. Alberta's Focus on Learning was developed by a committee of superintendents, principals and teacher-librarians and emphasizes the role of the school library. (see attached copy of its cover).

Particularly interesting was the presentation of British Columbia's Fuel for Change (see attached information) with the accompanying videotape "What's happening? Why change?" which examines the role of the library resource centre in equipping students with informational skills. Reaction to this particular item was very positive.

Susan Traill is School Library Consultant
Manitoba Education
and
President
Canadian School Library Association

FOCUS ON LEARNING:

AN INTEGRATED PROGRAM MODEL FOR ALBERTA SCHOOL LIBRARIES

Alberta
EDUCATION

MEDIA AND TECHNOLOGY BRANCH

September 1985

FUEL FOR CHANGE:

COOPERATIVE PROGRAM PLANNING & TEACHING

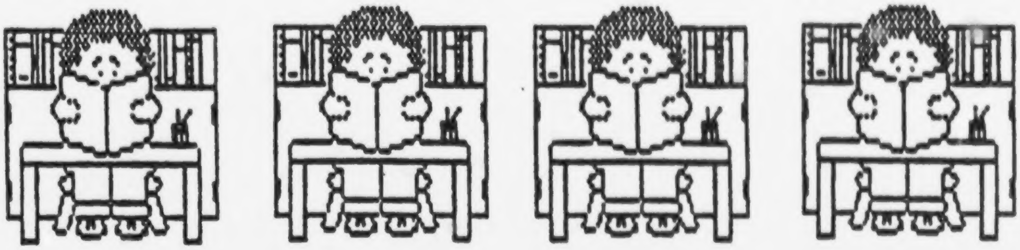
by:

Liz Austrom (Vancouver)
Shirley Blair (Maple Ridge)
Michele Farquharson (Vancouver)
Kathy Lovegrove (Coquitlam)
Patricia Shields (Vancouver)
Barbara Smith (North Vancouver)
Nina Thompson (Coquitlam)
Eileen Tuulos (Coquitlam)
Joan Wilby (Coquitlam)

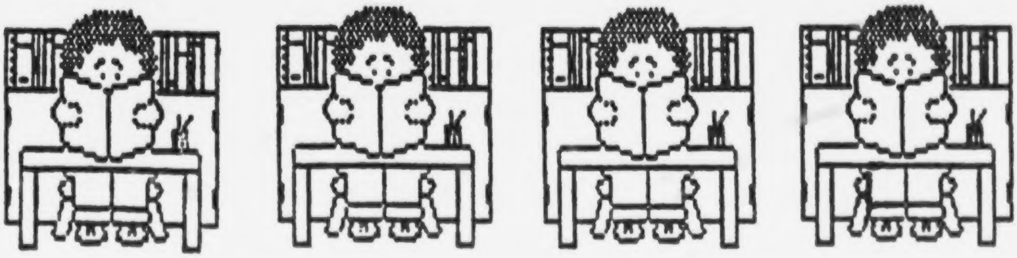
edited by:

Dianne Driscoll, Patricia Shields
& Liz Austrom

British Columbia Teacher-Librarians' Association
of the British Columbia Teachers' Federation
1986



READING SUPPORT PROGRAM



Halifax City Regional Library

Halifax, Nova Scotia

Mainland South Branch Library
Captain William Spry Community Centre
10 Kidston Road

North Branch Library
2285 Gottingen Street

Main Library
5381 Spring Garden Road

READING SUPPORT PROGRAM TO HALIFAX SCHOOLS

by Mary Jane Parsons and Susan Terrio

READING SUPPORT PROGRAM

AIMS

The Reading Support Program is intended to help children with reading problems and to understand that reading can be a useful and pleasurable activity. Based on one-to-one tutoring, we hope to provide the extra assistance that he/she may require but that he/she cannot receive at home or in the classroom, in order to improve reading skills. The program exposes the child to a wide variety of reading material and introduces him/her to the library's resources.

PARTICIPANTS

1. Library Staff
2. The children
3. Principals and Teachers
4. Volunteer Reading Partners
5. Parents

This motivational reading program has been designed for elementary school students (grades 2-6) who have been identified by teachers as being approximately one or more grade levels behind in reading ability. We look for a genuine desire to participate in the program from the students and their parents.

The volunteer reading partners come from all walks of life. The criteria for selecting those who will work in the program are that they express a love for reading and the desire to pass this along to a child. We request that volunteers make the commitment to work consistently with their student for the sake of continuity. Students and their partners are required to meet at least one hour per week.

ROLE OF THE VOLUNTEER

Of utmost importance in any reading program is the relationship between volunteer and student. The undertaking of the program constitutes a commitment and investment for both parties. Building trust and rapport with the student is essential in developing a base for greater learning and understanding. It is important to encourage experience through personal dialogues and interaction to support the volunteer-student relationship. Ask questions that urge long answers as opposed to closed-ended questions that need only a "yes" or "no".

The real aim of a Reading Support Program is to promote a desire for reading in the child. To encourage this, a volunteer may want to employ various teaching methods. Materials of high interest to the child can motivate him/her to tackle more difficult reading goals. Flexibility in the relationship is necessary, too. It is important to take cues on content from the student. Build on the student's strengths and interests. The child who likes to cook may learn to read recipes though he/she may resist formal reading instruction.

CURRICULUM AND MATERIALS

As this program's success depends largely on close interaction between an individual student and his/her reading partner, no one curriculum has been designed for use in the program. Volunteers are encouraged to explore the students' interests to the best possible advantage and share in the selection of suitable materials. Working with these preferred materials, the volunteer is able to identify problem areas in the child's reading. It is the responsibility of the program workers to assist the volunteers in recognizing and remedying the problems based on knowledge of reading instruction and the recommendations of teachers whose students are in the program.

To sustain motivation, reading materials must be worth reading. Materials must convey a real story or message that is interesting to the child and that is broadly within his/her realm of experience using real language.

Library resources comprise the variety of reading materials used by the students. Included are picture books, short stories, novels, riddles, periodicals, encyclopedia, atlases, newspapers, poetry, and non-fiction books related to the student's interest. Lists of recommended books are provided to the tutors for fiction, non-fiction, Canadian material, magazines, and read aloud material. Other materials available for use in the program are word games, learning games, worksheets, activity cards, and computers.

PREPARATION

The preparations for the Reading Support Program are begun in August by updating the Reading Support Information Binder.

The preparation procedures are as follows:

1. Update the Reading Support Information Binder:

   a) Remove applications from the previous year. Set aside for consideration for current years program.
   b) Insert new application forms for volunteers and students.

2. Organize pamphlet boxes for the volunteers. Each volunteer has a pamphlet box to keep reading materials used in the program. Boxes should be cearly labelled with volunteer and students names and can be arranged alphabetically or by appointment days in the Reading Support cupboard. Each box should have a scribbler, pencil, eraser, and a blank tape for use in the program. It should also contain a copy of the tutors handbook which includes an appropriate reading list, a list of resource materials, an interest inventory, suggestions for volunteers, a few five minute activities and a list of learning games.

3. Ensure that the information brochure on the program is current and that there are adequate copies for publicity purposes.

RECRUITMENT OF VOLUNTEERS

After the initial preparation and organization in August the actual recruitment of volunteers and selection of students is begun in September. Recruitment of volunteers is started before the final selection of students to ensure that enough volunteers can be obtained to start the program.

The procedure used to recruit volunteers is as follows:

1. Phone volunteers from the previous years. The purpose of phoning volunteers from the previous year is to enquire if they are interested in participating in the program for the current year.

2. Contact radio and cable T.V. stations asking them to make a public announcement requesting volunteers.

3. In September the University Education Departments of Mount Saint Vincent, Saint Mary's and Dalhousie are sent Reading Support Program information in the mail. This is followed up by a telephone call to the Education Department chairperson. University Education Department chairpersons are requested to announce and circulate brochure information concerning the program to potential volunteers. This was also carried out at Dalhousie Library School. Thus far this has been our most successful method of recruiting volunteers.

4. Churches and Social Service Departments bulletin boards are used in search for Reading Support volunteers. Churches are requested to make verbal announcements concerning the need for volunteers in the Reading Support Program. The aim of this particular method is to encourage people in the area to become volunteers in the program.

5. All volunteers are required to complete a general information form stating name, address, and telephone number. They are also required to supply references. Co-ordinator interviews perspective volunteers to assess their suitability for the program.

SELECTION OF STUDENTS

After most of the volunteers have been recruited the process of selecting the students for the program is started.

1. Principals of the schools involved are contacted and given information concerning the program. Principals and teachers are asking to recommend students whom they feel could greatly benefit from the Reading Support Program. A co-operative effort is made in the final selection of students, emphasis is placed on the student's need and desire to improve reading skills. The students who are selected for the program should express an interest and desire towards a commitment for improved reading skills.

2. Parents of the selected students are contacted and given information concerning the Reading Support Program and asked if they would like their child to participate.

3. The Reading Support Program co-ordinator matches the volunteer and the student. An attempt is made to match a volunteer and student who have similar interests.

4. Finally, the selected student, the parent, the volunteer, as well as the co-ordinator meet and discuss their roles in the Reading Support Program, and sign the Reading Partners Contract.

WORKSHOPS FOR VOLUNTEER AND PARENTS

The quality of the Reading Support Program has been improved by conducting workshop information and improvement sessions held periodically during the year. Reading specialists and teachers from the local universities and schools often participate in these workshops, thereby discussing and informing volunteers and parents of various reading methods and programs. Parents and volunteers are encouraged to use a variety of reading methods to assit students in the improvements of their reading skills. The goals of these workshops are:

1. To inform parents and volunteers of the vast variety of reading methods and reading information.

2. To improve the quality of volunteer time by providing them with more reading information.

3. To encourage parents to become interested in reading and reading resources. Hopefully, informed parents will encourage their children to read more, and thus improve their reading skills.

4. Subsequently, to particularly guide parents and students toward the love of reading and books. Students and parents who like to read will in turn become aware of the proper use of library facilities.

BENEFITS OF PROGRAM

1. Parents have noted an increased interest in reading and in the use of the library. Teachers have commented on a noticeable improvement in reading skills and in other subject areas that rely heavily on reading ability.

2. The informal, one-to-one attention given to each student fosters confidence, trust, and respect of the child for his tutor, allowing learning to occur naturally and without stress. The child realizes that having reading problems does not mean that he is slow or disabled, but that he simply needs to practice his skills.

3. The child's interest in the library often encourages other members of his family to frequent the library as well.

4. By introducing the child to a wide variety of reading materials, he realizes that reading is not the "drudgery" that he previously associated with reading exercises in the classroom. It can be interesting, useful and pleasurable.

5. This program encourages the students to accept responsibility for his role in learning to read effectively.

6. Good community relations are nutured with cooperation between the library, school teachers, principals, students and their parents.

READING SUPPORT PROGRAM

Date____________________

Student Application:

Name____

Address____

Postal Code_______________Telephone____________________

Age___________Grade_________

Teacher____

School____

Parent's Name____

Times Available to Come to the Library:

Day Time

Tuesday_______________________________________

Wednesday_____________________________________

Thursday______________________________________

Friday____

Saturday______________________________________

READING SUPPORT PROGRAM

VOLUNTEER APPLICATION

Date________________

Name____

Address____

Postal Code____

Telephone — Home____________________Office____________________

Occupation____

Times You Would Be Available:

Day	Time
Tuesday	____________________
Wednesday	____________________
Thursday	____________________
Friday	____________________
Saturday	____________________

Please Check:

A. Would you prefer to assist a male ____female____either______

B. Which age/grade level would you feel most comfortable with? ____

C. Would you always be available at the times indicated? __________

References:

A. Name____________________Address__________________Phone_______

B. Name____________________Address__________________Phone_______

READING SUPPORT PROGRAM

VOLUNTEER INTERVIEW CHECKLIST:

Name:

Appearance:

Interest-Hobbies:

Sample Question:

Why do you want to volunteer ?

How did you find out about our program ?

Do you have any experience with children ?

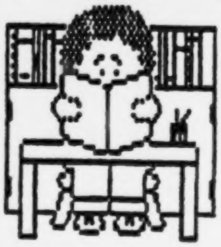
What do you like to read ?

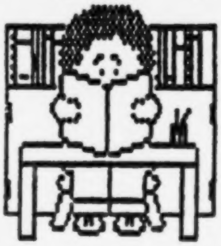
What books do you remember from your childhood ?

Do you feel comfortable with children from minority groups ?

How would you deal with a situation where :

- a) a child refuses to read or do an activity you have planned.
- b) a child chooses to read only comic books.
- c) a child doesn't show up for an appointment.





READING PARTNERS CONTRACT

STUDENTS: Date:

I ____________________ wish to participate in the
(name)
Reading Support Program at the ____________________

Library. I will be available at ______________
(time)
every __________________. My reading partner's
(day)
name is __________________________. If I am unable
(volunteer)
to be at the Library I will contact ________________
(coordinator)
at _________________________ not later than 1:30 pm.
(phone #)
on the day I am to attend.

____
(student)

VOLUNTEER:

I __________________ wish to volunteer as a reading
(name)
partner with the Reading Support Program at

______________________ Library. I shall work with

_______________________ every ____________ at ________.
(student) (day) (time)
If for any reason I am unable to attend I will

contact ________________________ at __________________
(co-ordinator) (phone #)
no later than 1:30 pm. on the day I am to attend.

____
(volunteer)

READING PARTNERS CONTRACT

PARENTS:

I wish to have my child involved in the Reading Support Program at the _____________Library. If for any reason my child can not attend I will accept the responsibility of informing the co-ordinator at the ____________________Library no later than 1:30 pm. on the day of his/her meeting.

____
(Parent)

CO-ORDINATOR:

As co-ordinator of the Reading Support Program I will maintain contact with the school personnel, parents, and volunteers. I will arrange workshops and activities periodically and will insure that all are informed as to the time, date, and place. I will be available to answer any questions from volunteers, parents, and school personnel Tuesday to Saturday at the ________________________Library or by telephoning ______________________________.
(phone)

____
(Co-ordinator)

READING SUPPORT PROGRAM

SCHOOL ______________ PRINCIPAL ______________ DATE ______________

TEACHER ______________ GRADE ______________ PREPARED BY ______________

STUDENT	PARTNER	DAY & TIME	PRESENTLY WORKING ON	COMMENTS

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP - CONFERENCE 1986 - HALIFAX, NOVA SCOTIA

SCHOOL/PUBLIC LIBRARY COOPERATION AT HALIFAX CITY REGIONAL LIBRARY

Prepared by Hope Bridgewater
Coordinator of Childrens & YA Services
Halifax City Regional Library
5381 Spring Garden Rd.
Halifax, Nova Scotia Canada
B3J 1E9

Phone: 902-421-6986

A) What the Public Library does:

1. Does a yearly schedule of class visits for all grade 4 classes. Library staff visit the schools or classes come to the library. Visits include a slide show, discussion of library services and programs, book displays, distribution of library promotional material, registration cards and booklists, and when possible, a tour of the library.
2. The same class visit program as in (1.) is available to all other grades upon request.
3. Delivers promotional material on annual art, story, and poetry contest to each school to encourage participation.
4. Makes sure all library flyers and booklists are sent to all school libraries.
5. Does puppet show for classes when requested, both in and out of the library. (French and English).
6. Contacts schools and invite classes to film programs and author visits, and special programs such as workshops on bookmaking.
7. Provides quality reader's advisory service to students of all ages.
8. Assists teachers in selecting 'units' of books for classroom use.
9. Waives overdue fines on books checked out for classroom use.

10. Lends puppets for classroom use.
11. Provides workshops for teachers on puppetry, storytelling, etc.
12. Meets regularly with the school librarians to share information and discuss common concerns.
13. Encourages teachers to bring their classes to the library for regular library periods eg. every 3 weeks.
14. Establishes relations with both public and private schools.
15. Meets twice a year with City of Halifax School Librarians.

B) What the Schools & School Libraries do:

1. Post library promotional material in school libraries.
2. Support library programs by bringing classes to author visits, film showings etc.
3. Set up Grade 4 Class visit schedule and informs all principals and public library staff.
4. Meet regularly with public library staff to discuss common concerns and share information.
5. Set aside class time for preparation of art, story, and poetry contest entries.
6. Arrange class visits and tours to visit the public library.
7. Invite library staff to schools to promote summer programs.
8. Invite library staff to in-service days and book displays.

C) Areas for Improvement:

1. Improve the system of informing public library staff in advance of class projects.
2. Teachers could more frequently visit public library to see what materials were available before assigning projects.
3. Increase classroom time assigned to teaching library and research skills in the schools.

THE VERTICAL FILE: A CLASS PROJECT - A LIBRARY RESOURCE

by Margaret Crocker

(This paper is part of a "resource package" which includes a filmstrip and cassette tape, which were used during the presentation of this workshop. A few copies of this "resource package" are still available from Shirley Coulter, Coordinator, School Libraries, 6955 Bayers Road, Halifax, Nova Scotia, Canada, B3L 4S4, for $10.00 US. $5.00 of this amount will go to the IASL.)

A supervisor, librarian, or consultant might wish to use this package to present the vertical file concept to a group of principals to assist them in undertaking similar projects in their own schools; principals, in turn, might wish to share the idea with their teachers; or, it might be used by teachers who have already undertaken such a project, to inform their colleagues. It could also be used with library volunteers to explain the system, so that they could prepare the existing library facilities for the new resource (i.e., physical space, card cataloguing)

The approach illustrated in this resource is only one of many possible ones. Each school, each class, each teacher has individual needs & strengths on which to base such a project.

Before viewing the filmstrip, it is helpful for participants, armed with a brief description of a vertical file, to discuss the following:

i) what materials could be collected and included?
ii) where and how could those materials be obtained?
iii) what use could teachers, students, principals, or community members make of such materials?
iv) what is the value of student involvement in creating such a file?

A previewing discussion such as this gives participants some idea of both the project and probable student responses.

The filmstrip itself briefly overviews the project. The guidebook (which follows) provides more detail for teachers contemplating such a project, such as suggestions on how to get started, possible problems, and possible solutions. The package is not meant to be a set of instructions, but rather an account of how one such project was undertaken and completed.

I do not recommend that a teacher use the filmstrip with students before they begin their project. It is important that students get well under way first so that they develop confidence in their own way of implementing the file. Viewing the filmstrip later on permits them to compare the methods of others with their personal experience.

After providing a valuable learning experience in its creation, the vertical file remains of great value to students at all levels of elementary school. It contains a wealth of information displayed in various ways: write-ups, graphs, charts, pictures and symbols. Each file contains reading material at different levels, so that students of all abilities can find something useful. Vertical files usually contain material of academic or personal interest for everyone, from the youngest student to the most senior teacher.

INTRODUCTION TO THE GUIDEBOOK

Several years ago, I moved from teaching grade four to teaching grade six. When I considered planning a new curriculum for these older, more experienced students, I wanted to create an environment which would encourage them to be active learners.

Believing that students learn less effectively when their teacher makes the majority of decisions, I wanted to present my class with real problems and to help my students realize their own solutions to them. In order to solve these problems, my students would need to take responsibility for making decisions; to be prepared to make and learn from their mistakes; and to persist with their problems until they were solved. I also wanted to initiate a long term, on-going classroom project in which students of varying interests and abilities could participate as they wished. I wanted this project to provide my students with ample encouragement to read, write, think, organize, categorize, observe and decide. I wanted proficiency in these skills to be developed. In addition, I wanted the project to produce something tangible beyond the learning experience. I felt that upper elementary students should be aware of as many resource materials other than textbooks and encyclopedias as possible.

While considering possible activities which would meet these criteria, I remembered having visited a school whose library boasted a vertical file system. It consisted of 8 - 10 wallpapered cartons sitting on tables. In these boxes were labelled file folders containing various pamphlets and brochures, all organized by topics and stored alphabetically. This file, like most others, had been set up by the teaching staff and community volunteers, to give the students access to additional sources of material for projects besides the regular library holdings.

I felt that the development of such a vertical file could be effectively managed by senior elementary students with the guidance and support of a teacher. If the students were actively involved in setting up the system, they would encounter problems which they would need to solve in their own way. The file itself would be an on-going project. A wide variety of activities would be encouraged by its existence: collecting materials, sorting and classifying, writing letters, filing, indexing, selecting and discarding, alphabetizing, and labelling. Amongst all these, there would be some activities in which every student could use and develop his /her own interests and skills. It was a reading project, a writing project, an organizing project, a project encompassing language and learning -- one that would co-incidentally create a tangible resource for the school library. This resource would aid both the Grade 6 students and the rest of the school by providing material beyond the traditional school resources.

I decided to let my students start the project without using any resource books. Our methods might seem unorthodox by common bibliographic standards, but they allowed my students to start and finish in response to their own needs while gaining confidence in themselves as problem solvers. Later, if resource books were introduced, the students would see their own solutions were as valid as those prescribed in the books. In so doing, they would become more critical readers.

THE CREATION OF A VERTICAL FILE

First, I presented the idea of building a vertical file system to my class for discussion. I briefly described what I had seen at the other school and asked the students if they thought we could manage a similar project. The response was positive.

We started with my description of the file and a general definition stating that a vertical file is a collection of printed non-book materials stored vertically. From that definition evolved our first two problems: 1) what are the printed non-book materials? 2) how and where could we collect these materials?

We brainstormed answers to these questions together. I put the words "printed non-book materials" on the blackboard, circled them, and asked for suggestions about the kinds of materials which would fit that description. Together, we came up with a lengthy list. Several students transferred the list from the blackboard to chart paper and posted it on the wall. We also brainstormed some sources for material. This list was also put onto a chart and posted. Throughout the year, students would add to the charts as they discovered new materials or sources.

Next, we needed to begin collecting. The first step came spontaneously from the students. While brainstorming the types of material, one child had suggested travel brochures. Several other students immediately offered to bring in brochures they had at home. So we started our collection by gathering whatever was available around us.

Students asked their parents, neighbours, and friends; each time they had to explain what a vertical file was - good reinforcement. They got their parents, in turn, to ask at their workplace. Several students went around the school asking teachers to contribute pamphlets and brochures which they had collected and stored in their classrooms. One girl found a gold mine of information when she prodded the principal into checking through the materials in his office!

As each item arrived, it triggered off ideas for new sources of material. Students started asking local business people. They found that the fire department had plenty of available information on fire prevention and household safety; the grocery stores had pamphlets, and sometimes posters, on both food and the food industry. While on shopping trips, students and their parents would pick up brochures from the displays in shops.

Several students wrote to friends or relatives living in other places, asking for materials describing where they lived. When material started arriving at the school for those students, other who hadn't written before were motivated to do so. Unlike traditional school exercises in letter writing, these letters from the students to their friends and relatives were compelling experiences. My correspondents really wanted to convince the person to whom they were writing that their requests for materials were serious. Many of these letters showed that the children had both a good knowledge of the function and the form of letter-writing, and a well-developed sense of audience. When writing to people they knew, they would include personal touches. One boy preceded his request for material from his grandfather with an entire paragraph on his latest hockey game. He explained to a classmate that his grandfather was a hockey buff and loved hearing about the boy's successes in that game. This fact, concluded the boy, along with the fact that he had even written a letter, would make his grandfather try harder to get materials to send.

When we had depleted our sources of familiar people, we switched to writing embassies for materials on other countries. Most of the locally available travel brochures included addresses for further information. A copy of a travel magazine provided the students with more addresses to contact in many different countries. One enterprising student wrote away to the address on her coloured pencil box asking the manufacturer if they had any brochures on the production of pencils. She received both an information brochure and samples of pencils in several stages of production. This material impressed the other students, and they began to follow her lead by checking the products around them for addresses. To me, this was another example in which social interaction among students is important to their learning. In a situation where the questions were not all mine and there was no one right answer to those questions, the students were free to learn from each other.

The students who had been writing freely to friends and relatives expressed concern about writing to someone they did not know. In the past, I had always taught about the different kinds of letters, the friendly letter and the business letter. I wondered if now was the time to present that lesson, but I remembered my own decision to allow the children to discover first what they could do on their own. So instead of my lesson on letter writing, we had a discussion starting with the students' questions, "how do we write to someone we don't know and how is that different from writing someone we do know?" We discussed the needs of the person receiving the letter.

The students decided that just like a letter to grandpa, a letter to a bank president also needed to indicate the seriousness of the writer's request in order to produce the most positive response and the best materials available. One way to indicate this serious intention, they decided, was to use letterhead paper. Another way was having me, as the teacher, countersign each letter. The students also felt that any business or agency would be more willing to send us material if they were aware of our reasons for requesting it; they decided to include a brief summary of what they were trying to do, as well as a list of the types of materials they wanted. I told them that on business letters, the business address was located directly above the Dear Sir or Ms. Together, we generated a basic business letter which we printed on a chart in the classroom for use as a guideline. Once again, the traditional curriculum was being covered, but only in response to the needs of the students and in the context of solving a real problem.

One of my Grade 6 class's own ideas for suitable homework was to write a business letter a week. In that way, we could "kill two birds with one stone;" a homework assignment in preparation for the homework load for Grade 7 and a regular flow of business letters requesting information. I only stipulated that each letter had to be written on scrap paper first before a final copy was done on expensive school letterhead. So the students were responsible for writing at least one business letter a week and submitting it, along with an addressed envelope. I countersigned each letter, sealed the envelopes, and mailed them.

Finding addresses was the most difficult part. The students started with writing to embassies and travel bureaus, but soon branched out to companies and government agencies. They found addresses in magazine ads, on boxes,on labels and in the Yellow Pages. They also checked through the material that they had already received. After several months of finding our own sources, we discovered our first book of addresses from which free material could be obtained. Around the same time, the Federal Department of the Environment sent one of the students a catalogue of all their publications, with addresses for ordering them. We soon found out that many federal agencies have such publication catalogues. Still, some of our best material came from writing to addresses on the labels of various products such as pencils, cocoa, and cereal.

And how the material came in! Every day, brown paper envelopes or cardboard tubes would arrive. After recess, we had a discussion time on the floor during which I gave out the day's mail. The students receiving it would open and share the contents so we all became familiar with each piece as it came in, and often during silent reading time, the students were moved to read and reread the day's material.

It represented a different type of reading from that which they usually encountered in school - not contrived for students, but the print of the everyday world. Though this kind of material might have been strange to students, I found that they could deal with it very well. In fact, they, themselves, would often comment on how interesting it was.

Gradually, we became aware of our next problem. The materials we had so anxiously sought were now piled all over the room, stuffed into cartons, bags, drawers or piled in corners and on my desk.

Together we discussed ways of organizing our material. We decided to sort the items into major categories first. The students came up with eight general categories: places, animals, birds, the ocean, safety, getting around (transportation), health and forests. We set up eight piles around the room and started going through all the material, sorting the information relating to those eight categories. Anything not fitting into those categories was put into an empty box labelled 'others'. While doing this initial sorting, the students made a list on the board of other possible categories for which they found information. We discussed their suggestions for new categories and chose several more - energy, plants, museums, and food. Some students went through the 'others' pile again looking for materials related to these four new topics. A few students, realizing that categories such as places or animals were too vague, went about refining them. When dividing these larger categories into smaller sub-categories, they found they had to be careful not to become too specific. For example, the students decided to divide the places category in several ways. There was a lot of information on the Canadian provinces, so they made a pile for each province. They also made a pile for both Canada and the United States. After sorting out those materials, the students found they had insufficient materials on other individual countries for them to warrant categories on their own, so the students made piles for the continental areas: Europe, Africa, Middle East, Far East (Asia), Central America, South America and Oceania.

The students also learned to use tables of contents, indexes, latitude and longitude, because using them was more efficient than leafing aimlessly through books, page by page. One student would discover a short cut for finding out where a country was, and would teach the others in the group. Since the groups changed constantly, the whole class would soon know. In this way, new discoveries were shared, because they were useful. If a more efficient way of doing a task, such as finding out the location of a country, was discovered, it was shared and immediately put into practice by others.

With 'animals' the sub-dividing was more difficult. Distinguishing major categories of animals requires both prior knowledge and some imagination. The students could categorize material into reptiles, amphibians, fish, insects, birds and mammals but they were left with a rather large pile requiring further subdivision. The students tried various headings, such as farm animals, jungle animals, household pets, and animals with horns. These categories changed often during the first months as the amount of material increased and the students' abilities to categorize improved. Much later, when the students started to use a published library list of topics, they found conventional animal sub-topics such as animals with paws & claws or animals with hooves. Nevertheless, they resolved to keep their own headings for animals as they felt these would be closer to what other students would expect when looking up information on animals. I was delighted to see that they had confidently made and defended their own decisions.

So much material arrived that the largest job, initially, was filing it. The 'others' pile grew larger, so the students created more categories. I had brought in some large brown paper envelopes for storage. Once a category was large enough to fill the envelope, the material was put in, and the envelope was labelled. The students suggested that the labelling be done in pencil so that they could change categories as required. The envelopes were stored, open end up, in cardboard cartons so that further related materials could be added. After a large number of envelopes had been set up, the students who were filing the new material found that they were spending most of their time finding out if a file existed on a topic, and then trying to find it. To speed up the filing, several students decided to make up and paste on the wall an alphabetical master list of all the files, with spaces between the lines so that new topics could be added as they were created.

By now, there were several jobs the students could do. They could write business letters to companies and agencies. They could file new material. They could go through the 'others' pile looking for possible new categories. They could work on keeping the master file up-to-date by adding new categories and removing useless ones. They could make sure the envelopes were kept in alphabetical order. Students had also devised an address exchange. On a small corner of the bulletin board, they posted addresses for others to write to.

With the increasing volume of material, there was an increase in its duplication. Several students went through the envelopes removing this duplicate material. They put it into a box labelled 'repeats' for use in another category and checked for misfiled material. Stuffing new material into the envelopes and repeatedly emptying it all out again soon left our paper envelopes in a tattered condition. I suggested we switch to file folders since they were less bulky, stronger, and the material inside was more accessible. I also suggested that if we listed the contents of each file folder on a separate index card and filed those cards alphabetically, the students wouldn't need to be constantly checking the files themselves for duplicated material. The students who were filing material would be able to do so via the index cards, then file a given item in its appropriate location. So we had several more activities to add to our job list. Some students made up index cards for each folder and recorded the contents. Other students put the index cards in alphabetical order and checked to see that each new piece of information filed was also recorded on its card. Still others made up the file folders for each category by stapling them on the ends to form a pocket, labelling them and transferring material from the envelopes. The students stored the folders, in alphabetical order, in cardboard cartons which were labelled with the letters of the alphabet.

We continued to write letters, receive mail, sort and categorize, file and index and read. Students who were writing letters read and reread their letters until they were satisfied. Students receiving mail read it immediately. Students sorting and categorizing material had to skim it quickly to determine the topic. Students filing and indexing new material had to read the master list for the category and then skim over the index card to see if the material was already included in the file. Students were reading, reading, reading. It was not unusual for the filing to slow down to a snail's pace while the filers read, and often shared with one another some interesting passage from a piece of material. The reading was an integral part of solving their problems, not an artificially separate activity with a list of questions at the end to prove the students had read and understood. This reading was done because the readers had questions to ask of the material; the "proof" that they understood was their ability to answer their own questions and act upon that knowledge.

We had several expenses - letterhead paper, business and brown paper envelopes, file folders and stamps -- particularly stamps. These expenses were my responsibility. The majority of the supplies had come from the school office, but the cost of postage was high. When we started our project, the postal rate was still 17¢ per letter, which meant that we spent between $5.00

and $7.00 a week. When the postal rate increased to 30¢ a letter, I approached our Parent-Teacher Association for financial assistance. The parents were very interested in my presentation of the project and supported it financially. The vertical file sold itself.

By late Spring, the students had produced almost 100 files, all indexed. Our principal had located several filing cabinets for us and the students stored their files in those. Since there were still addresses to contact, pictures and maps to organize, and a pile of 'other' material to deal with, I decided to spend one more year extending and expanding the filing system before donating it to the library. I was aware that my second-year students would come into the project half-way through, so I needed to provide them with the opportunity to familiarize themselves with what had already been done, and to develop new directions of their own. I wanted the file to become as important, personally, to the second group as it had been to the first.

I started out by encouraging the students to look through the files. Just as in the previous year, we brainstormed the kinds of material which made up a vertical file; this time they used the files themselves rather than a definition. We also discussed possible sources of materials; those list were put onto charts and posted for further reference. To familiarize the students with the system, I gave each one three files and the corresponding index cards. They cross-checked the index cards with the material in the file, discarded repeats, removed misfiled material, and noted missing material.

Together we then considered topics which were not already covered by the master file list. We made up a list of topics on which we needed information, which was used by the students as a basis for collecting new material. The same steps were covered as in the previous year, including the generation of a suitable business letter. We were underway for a second year.

In addition to the 100 completed files, the second-year students had inherited a large box of Repeats, a pile of maps, and a carton of pictures collected from various sources. These collections provided the students with their own problems to solve. This material had to be incorporated into the system before it all went to the library. A group of students set tc work on the maps, first listing them in alphabetical order on a chart. Any new maps received were listed on this chart throughout the year. The students decided to put the maps into continental piles. The North American maps, because of their number, had to be sub-divided into geographical regions and stored in separate envelopes. Coincidentally, the students found that there were all kinds of maps available - road maps, topographical maps, geological maps and weather maps. Each regional envelope carried a list of its contents. Another group of students decided to organize the picture collection. First they went through all the pictures, discarding ones that they felt were useless or redundant. They trimmed the remaining pictures to sizes appropriate for storage, mounted them on stiff cards and plasticized them for handling. The mounted pictures were then sorted into general headings such as animals, birds, landforms, weather, people at work, etc. and stored separately in file folders. Although pictures and maps could have been entered in the regular files, the students made the decision to store them separately. They felt that maps were usually too thick for the regular folders, and many of the maps covered several countries. Duplicate maps could be stored in with the files if they covered only one area. An entire set of maps could be used by teachers, with their students, when they were doing map work. The students felt the maps would be most useful for older students, but that the picture file would be most popular with the younger children. Therefore, the pictures were filed separately for easier access. For the same reason they stored the picture files in a lower drawer.

The students going through the Repeats file cross-referenced much of that material. For example, a brochure on the Atlantic Mackerel had been in the file called Saltwater Fish. A second copy was put in the file entitled Fishing Industry. There were many brochures and pamphlets which could be handled this way. The students also found that some of the material had pictures which could be used in the picture file.

In addition to these jobs, the regular vertical file activities continued. As the students became familiar with the material, they also started to use it for their classroom assignments. They not only referred to material we already had, they made a point of getting more information from the business world on topics they were studying in class. During a theme on toys, several students wrote away to all the toy companies and regulatory agencies asking for information. They used the material as it came in for their displays and projects, then filed it in the system under this new category. I was pleased to see that the students saw that they could obtain and use the printed material of the business world for their own purposes. They were taking an activity designed for one project and applying it to another. It was another step towards becoming independent learners.

Soon the other senior elementary students and their teachers were asking for access to the vertical files. Our volunteer parent-librarians offered to start preparing cards for the subject card catalogue. They decided to cross-reference all the files. However, in order to do this cross-referencing, the parent-librarians needed assistance. Since I wanted to make sure that all staff had a chance to become familiar with the available material, I designed an inservice session to acquaint both teachers and parent-librarians with the system. After a brief description of the files and their possible uses, I handed out the file folders for groups of people to examine. We went through each file to see if there were any other topics or titles which children of different ages might consult. For example, if students were looking for information on steel making, they would look under steel, but there was also related material in the file on Germany. So on the subject card for steel the words "see also Germany" would be recorded. As the teachers became familiar with the materials, I asked them to jot down specific items and their potential uses. We then discussed, generally in a specific way, the uses teachers could make of the vertical file system.

After I had given my workshop to prepare the teachers and parent-librarians, I discussed with my students how the rest of the school might be prepared to use the file. We discussed why the students needed to be familiar with it and how it worked before they just started digging through the material. We discussed what the students needed to know in order to find information, what kinds of information they might expect, what the material could be used for after it was found, and how to handle it. The students in my class decided to prepare introductory workshops to familiarize the other classes with the filing system. I asked them whether they would present the same workshop to both Primary students and the other Grade 6 class. Several students felt that the younger children would need charts with large pictures and simple print to help them remember the rules, but they also realized that the other senior elementary students would not appreciate the same picture charts. Three groups of students prepared a workshop for one of the three age-groups -- P-2, 3-4, 5-6 -- keeping in mind the materials and activities that would be most appropriate for those groups.

The students' well-developed sense of audience showed up in the workshops that they planned. They worked with a single class at a time, until the whole school had been informed about the filing system.

After each workshop, the students and I would briefly review what had happened during it -- what worked well, what did not work well, and what modifications could be made. Each time, they learned to respond to their audience's needs more quickly. During a Primary workshop, one of my students put the words "Vertical File" on the blackboard, turned confidently as he had obviously seen me do so often that year, and said to his audience, "What do you know about vertical files?" His audience, having never seen a vertical file before, sat staring blankly. After a quick conference with his peers, the student decided to pass out a sample file folder to each child and rephrase his question to, "What kinds of material can you find in a vertical file?" This new activity delighted his audience and soon they were offering all kinds of answers to his question. I have never seen an adult workshop presenter do any better job of reading and reacting to an audience.

By the end of two years, my students and I had compiled 200 file folders, a picture file and a map file, all indexed. We had presented workshops for both the teachers and the other students in the school to familiarize them with the new resource. The file had been installed in the school library and was a functioning part of those facilities. But were we finished? No, each year's class will be involved in maintaining and extending the facilities of the vertical file to meet the changing needs of the students, the teachers, and the community.

Margaret Crocker is Vice-Principal, Shatford Memorial School, Halifax County, Nova Scotia. This project was undertaken while she was on the teaching staff, and responsible for the library, in another elementary school in that area.

The "Vertical File" kit was produced by Education Media Services, N.S. Department of Education, and has been distributed to all District school boards.

THE MUSEUM AND THE SCHOOL

by Debbie Burleson, Chief Curator Education, N.S. Museum

"At the centre of all our programs at the Nova Scotia Museum is a belief in the tremendous power of objects to educate. In fact, we think it is as important for people to learn to use object as a means of discovering things about themselves and their world as it is for them to learn to use words and numbers." (from a N.S. Museum document on museum education. See also ART TO ZOO, a publication of the Office of Elementary and Secondary Education of the Smithsonian Institution, Washington, D.C. September 1980 issue, p.4)

The Nova Scotia Museum complex includes twenty-three different branch museums throughout the province. We collect objects which help us to understand nature as the environment in which we live, and history as the story of people's response to that environment. Each branch contains a portion of the collections, and can help you to help your students understand a bit more about their culture and environment.

All these museums welcome visits by school groups. The main branch and some of the others are open year round, but most open only between May 15 and October 15. Despite this limited season, they are quite accessible to school groups. From mid-May until the end of June and from Labour Day to mid-October staff are keen to deal creatively with school groups. For ideas on how to use these museums to meet curriculum goals, contact the individual curators or the Education Section, N.S. Museum, Halifax.

Besides the main branch, situated in Halifax, the museum network includes the following:

HISTORIC HOUSES -	Perkins House, Liverpool; Ross-Thomson House, Shelburne; Cossit House, Sydney; McCulloch House, Pictou; Prescott House, Starr's Point near Wolfville; Uniacke House, Mount Uniacke; Haliburton House, Windsor; Shand House, Windsor; Lawrence House, Maitland.
LIFE & WORK IN HISTORIC N.S. -	Ross Farm, New Ross; Sherbrooke Village, Sherbrooke; Fisherman's Life Museum, Jeddore/Oyster Pond; Barrington Meeting House, Barrington.

MILLS & FACTORIES - Wile Carding Mill, Bridgewater; Balmoral Grist Mill, Balmoral Mills near Tatamagouche; Barrington Woolen Mill, Barrington; Sutherland Steam Mill, Denmark near Tatamagouche; The John Williams Dory Shop, Shelburne.

THE MARITIME MUSEUMS OF THE ATLANTIC - Fisheries Museum of the Atlantic, Lunenburg; Maritime Museum of the Atlantic, Halifax.

SPECIALIZED MUSEUMS - Firefighters Museum of N.S., Yarmouth; North Hills Museum, Granville Ferry.

REGIONAL MUSEUMS - In addition to the learning resources of the N.S. Museum, our province has a wealth of other museums.

For a complete list, write for the Museums in Nova Scotia catalogue compiled by the Nova Scotia Museum, 1747 Summer Street, Halifax, B3H 3A6.

The following are regional museums which are open year round. They focus on interpreting the history and environment of their particular region, so they are a resource for local studies at all levels. In addition, many of them host travelling exhibits which come from other communities in Nova Scotia, across Canada and beyond. All these museums are supported in part by the Department of Education, through the Nova Scotia Museum, both financially and through programs such as a museum advisory service and travelling exhibit program. All have a commitment to making their resources available to teachers and students. Hours and programs vary from museum to museum, depending on the time of year.

The Miners' Museum, Glace Bay; Sherbrooke Village Exhibit Centre; Hector National Exhibit Centre, Pictou; Colchester Historical Museum, Truro; Cumberland County Museum, Amherst; Old Kings Courthouse Heritage Museum, Kentville; Annapolis Valley Macdonald Museum, Middleton; Yarmouth County Museum, Yarmouth; Shelburne County Museum, Shelburne; Dartmouth Heritage Museum, Dartmouth; Queens County Museum, Liverpool; DesBrisay Museum & National Exhibit Centre, Bridgewater; The Army Museum, Halifax.

LOANS

If you can't bring your class to the Museum, take the Museum to your class. We lend a great variety of materials for use with students. For the most part these materials come as kits which help you explore an aspect of the social history or natural history of N.S. Because we are a museum and the business of museums is to collect and interpret real things (i.e. artifacts and specimens), most of the school loan kits are curriculum related units built around real things. The objects in the kits are not just for display purposes but for your students to touch and feel and use. Kits are available in the following categories: Pioneer Life and Skills; Multicultural Studies; Nova Scotia Geology; Plants and Animals of our Inland Environment; Plants and Animals of our Ocean Environment. Within these categories there are up to a dozen specific kits, with more being added as the need arises.

CLASSES

Guidelines on how to book your class, programs available to them, etc. are sent out to every school in the province in the annual revision of the Museum's Catalogue of Learning Resources.

PUBLICATIONS

The Museum's publishing program is responsible for producing material on the natural history and material culture of the province and has been used to advantage in many Nova Scotia schools and school libraries. They are distributed through the Nova Scotia Government Bookstore, P.O. Box 637, Halifax, B3J 2T3. Local bookstores also carry many of the more popular ones, and they may also be purchased in person at the museums themselves. General categories include Natural History; Social History; PEEPERS (a new series of mini-books). Education Nova Scotia, a newsletter from the Department of Education, regularly features INFOS, four-page leaflets on such topics as Museum Skills; Older Ways.Things and People; The Sea Environment; The Land Environment; published by the Museum. These are not available in class sets, but teachers may reproduce INFOS for use by their students.

(The foregoing information was based on material in the Nova Scotia Museum 1986-87 Learning Resources Catalogue)

LIBRARY LOOPHOLES: BETTERING TEACHER-MADE LIBRARY TASKS

by Van Wilkinson

This presentation is aimed at secondary librarians and teachers who guide students through elemental library research tasks; this workshop provides specific examples of assignments which prevent the common "library loop-holes" used by so many secondary students. These "loopholes" are:

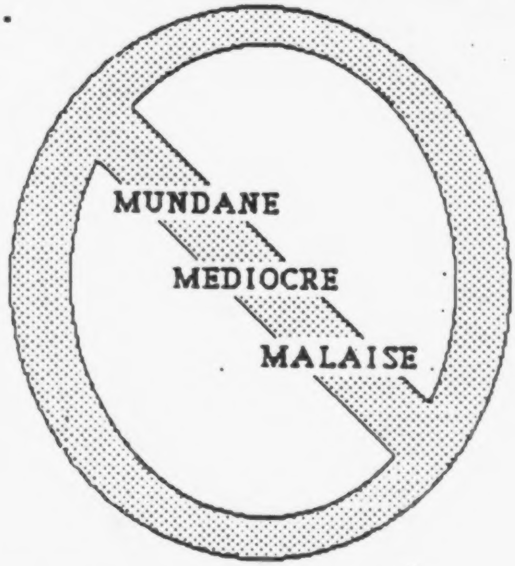
1. disguised rote copying
2. mindless and out-of-context paraphrasing
3. single-source redundancy
4. substituting the review for the real thing
5. supposedly individual projects which turn out to be suspiciously collective-sounding

The workshop's purpose is to help equip the librarian and teacher with types of assignments which hold the student more responsible for thoroughness and which will lead to his wider appreciation of the contents of libraries.

Van Wilkinson is Dean of Students, Victor Valley High School,
Victorville, CA

LIBRARY LOOPHOLES

A workbook of library assignments for secondary teachers and library staff . . .



by Van Wilkinson, Dean of Students
Victor Valley High School
Victor Valley Union High School District
Victorville, California

Presented at 'Conference '86'
International Association of School Librarianship
Halifax, Nova Scotia

July 1986

LIBRARY FOIBLES

Problem (Jargon)	Manifestation (Reality)
Teacher-made library assignments for secondary students often lack specificity or elements requiring individual, in-depth responses.	•Dale contacts Emily, who calls four others, who pool tidbits to construct a passable series of answers. •Nineteen students in a class of 30 have suspiciously similar essay answers. •The best grades often go to the students with the most stylistic presentations, frequently irrespective of textual content.
"Book report" forms are too often student-opinion-centered, minimizing the obligation to base answers on textually-supported references.	•Ed skims a book in an hour looking for a few events which can be muddled into a series of beautifully nebulous replies. •The literary devotee (who reads cover to cover with gusto) grows discouraged with the process because these same non-taxing questions do not demand a detailed, thorough reading.
Teachers are reluctant to have students analyze books unfamiliar to the teacher.	•(English) teacher Ms. Smythe assigns from the same reading list. The books get high circulation (as does the shared body of student responses handed down from class to class). Ms. Smythe touts her list as all-encompassing; students learn to interpret literature by answering to the instructor's preference.
Nonfiction-based student projects (esp. science, social studies) often assume that any solitary source sufficiently establishes a "fact" (if it's in print, it's inscriptive).	•Biology student Kim uses the library for a report on the correlation between chewing tobacco and jaw cancer. On that topic Kim finds a four year old personal anecdote in Readers Digest and bases the report on this "scientific" source.

"15-Minute" Walkthrough Inventory

Classroom teachers who rely regularly on library services should take a fifteen minute stroll through their library's reference section(s) at the start of each term, flipping through new or seldom-used collections and making a list of them for distribution to the students.

Why?

1. This familiarizes the teacher with locations, thereby saving much time and probable mis-directions to students.
2. This shows the library personnel that the teacher expects to share in the process of directing students on data searches.
3. This widens drastically the number of indexed sources which the teacher can expect students to use in nonfiction reports.
4. This brings into use sources which the librarian may wish to review with the teacher to determine accuracy, timeliness, and reading level.

In a such a walkthrough of the Victor Valley High School library, this hasty bibliography was compiled. (Some of these, although excellent *alternatives to the overused encyclopedias,* had not been touched in years.)

SIRS: Social Issues Resources Series (Bocaratun, Florida)
SOURCES (opposing viewpoints): (Greenhaven Press, St. Paul, MN)
Current Biography: (H.W. Wilson, New York)
Who's Who: (St. Martin's Press, New York)
Who Was Who (In America) With World Notables: (A.N. Marquis, Co., Chicago)
The Encyclopedic Dictionaries: (Dushkin Publishing Group, Guilford, Conn.)
The Encyclopedia of Philosophy: (Macmillan Co., and The Free Press, New York)
The Negro Heritage Library: (Educational Heritage, Inc., Yonkers, New York)
Scientific American Resource Library
The New Century Encyclopedia of Names: (Appleton-Century-Crofts, New York)
Audubon Nature Encyclopedia: (Curtis Publishing, Philadelphia)
Raintree Illustrated Encyclopedia: (Raintree, Milwaukee, Wisconsin)

CONSIDER THIS. . .

Too many secondary students who are sent into school libraries to do nonfiction reports will gravitate to the popular encyclopedias not as their first step in finding the most complete data, but as their *only* step.

How many of the above titles (or ones similar in your library) would give equal or better coverage?

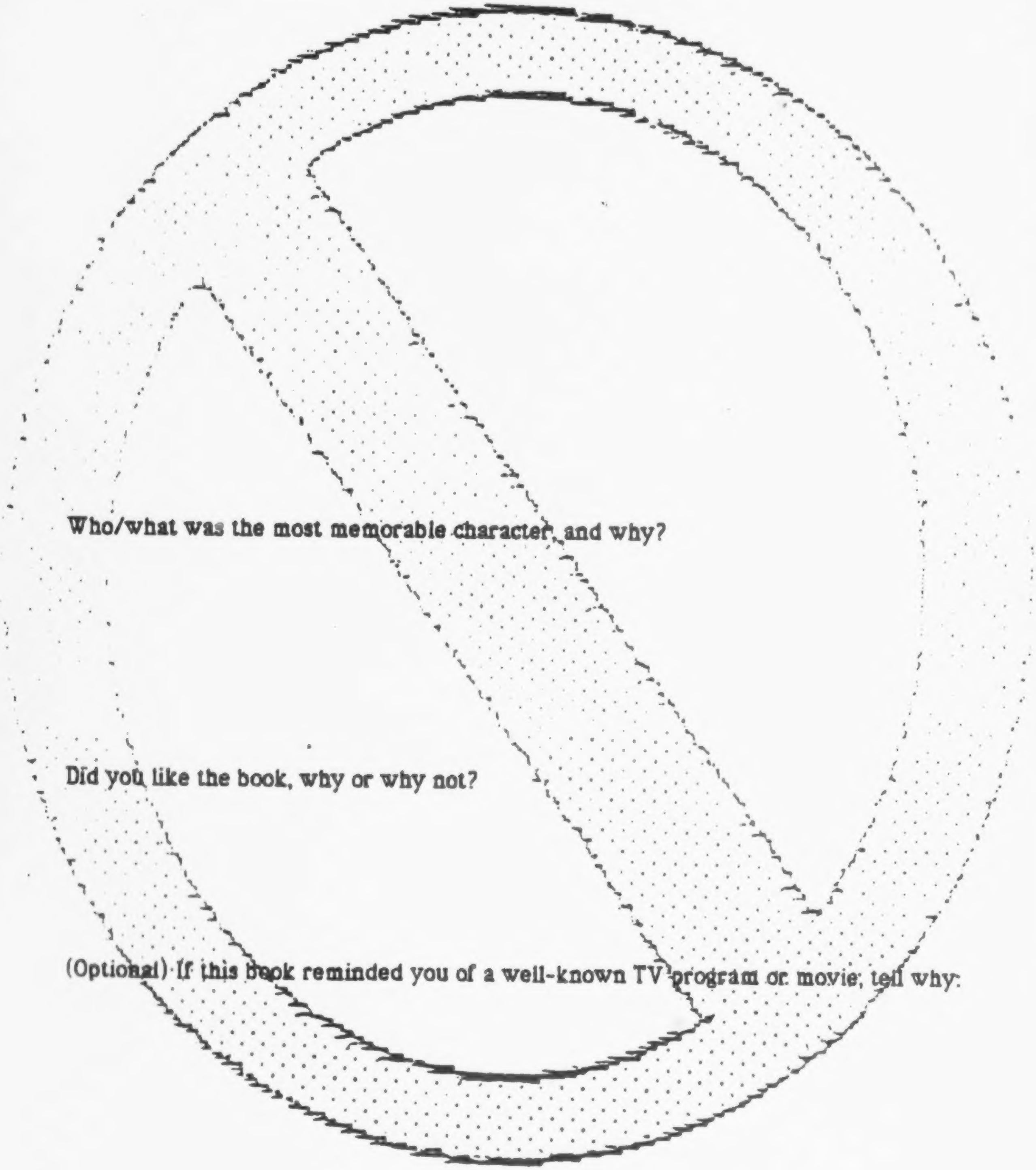
OR THIS. . .

How many students/teachers would be stymied to a standstill if the traditional, popular encyclopedias were unavailable for a term?

BOOK REPORT FORM: NOVEL Student name____________________Class________Date______

Book title__________________________Author____________________Copyright date______

In a short essay, tell the main events (plot):



Who/what was the most memorable character, and why?

Did you like the book, why or why not?

(Optional) If this book reminded you of a well-known TV program or movie, tell why:

BOOK REPORT FORM: NOVEL Student name Bea Challou Class Lit. Date 6-2-86
Book title A Farewell To Arms Author E. Hemingway Copyright date 1929

In a short essay, tell the main events (plot):

This is a war story and the main character is fighting in World War II in Italy and Austria. He gets wounded and stays in a hospital. While he was there, he had met a girl. She's a nurse and so when gets wounded again when he goes back to fighting he escapes. He spends a lot of time with Catherine after that. Then they escape across a lake, and it takes so much rowing to get across without being shot by the soldiers. Then they stay together because she's pregnant. In the end she dies and it is a very very sad ending. It is a sad war story.

Who/what was the most memorable character, and why?

Catherine. She was the nurse. She helped Tenente get well, and she helped him escape. She was real quiet sometimes, but they feel in love anyway. Nurses seem always to show a lot of care for people who are hurt or under stress. Catherine was ~~a~~ memerable because she gave up everything to be with her lover, and that makes her memerable.

Did you like the book, why or why not?

No, I didn't. The book ~~was~~ is too confusing, and it is too hard to follow along. I had to go back at least five times to see what had happened to someone, and there was so much talking without breaks. Also, I don't like war stories anyway.

(Optional) If this book reminded you of a well-known TV program or movie, tell why:

The book reminds me of "Rambo" because there's lots of war stuff, shooting and things like that. In "Rambo" there is a guy like Tenente who escapes.

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Catherine. She was the nurse. She helped Tenente get well, and she helped him escape. She was real quiet sometimes, but they fell in love anyway. Nurses seem always to show a lot of care for people who are hurt or under stress. Catherine was memorable because she gave up everything to stay with her lover, and that makes her memorable.

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The book reminds me of "Rambo" because there's lots of war stuff, shooting and things like that. In "Rambo" there is a guy like Tenente who escapes.

"BOOK REPORT FORM: NOVEL"
DISCUSSION

1. This is a stock format, used with varying degrees of success. For younger secondary readers, this may be a satisfactory form for introducing basic fiction elements.

2.This format invites shortcutting, particularly the practice of purposeful vagueness in hopes that the respondent's style alone will yield a decent mark.

3. The "main events" question forces arbitrarily general responses, a sort of outline-in-prose. In order to use proper nouns and text citations, the students would need much more space (or be tempted to plagiarize from book cover flaps or reviewers' synopses).

4. The "most memorable character" question allows wide freedoms and invites predictable responses. (Ex: "I like the character Hans because he reminds me of my boyfriend." or "Nancy LaRue is the most memorable character because long after I finished the book I still remember all the things she went through.")

5. Pure opinion questions ("Did you like the book?") are needed; yet, without concrete internal requirements, temptation leads the students into suspiciously emotive and nebulous essays. Liking or disliking a book without being responsible for alluding to the textual specifics which caused the opinion is a non-reader's dream question.

6. Comparisons with TV or movies are valid and make for some contemporary analogies. The instructor/grader, however, is doubling the number of potential unknowns; he may not know the book nor the media presentation. (Some resort to letting student peers judge the validity of the media comparison by having the answer read aloud to the class, which often results a hectic digression from the work itself.)

7. This format may work well if the instructor can sit down, tutorially, with the student and the book, asking the student to show selections from the book which led to his replies. Few secondary teachers can arrange this regularly; therefore, there is an expanded "NOVEL ANALYSIS" form (following pages).

NOVEL ANALYSIS Student name________________________Class__________Date_____
Title______________________________Author(s)________________________No. pages____
1st copyright____1st published_____Publisher________________________(city)__________
Type: __Romance __Sci-fi __Adventure __Historical (__Biographical __Autobiographical)
__Political __Combination or other, describe:____
(1-50, 51-100, 101-150, 151-200, 201-250, 251-300, 301-350, 351-400, 401-450, 451-500, 501-550, 551-END)
Underlined for Question 1. Circled for Question 2. Blocked for Question 3.

1. From these pages, directly copy a 50-100 word selection which shows us in detail some significant aspect of the setting. Give page number in parenthesis ( ) at the start.

Based on this selection, explain in 50-100 of your own words why this description is important in this part of the book (or in the book's outcome).

2. From these pages, directly copy a 50-100 word selection which shows some significant aspect of the behavior or feeling of the main character. Give page numbers in parenthesis ( ) at the start.

Based on this selection, explain in 50-100 of your own words why this selection is important in understanding this character's *overall* behavior or feelings.

NOVEL ANALYSIS, P. 2

Student name____________________

3. From these pages, directly copy a dialogue quotation ("   ") of 15-50 words** which you feel is clearly connected to the main turning point (climax, denouement) of the story line. **The 15-50 words may include surrounding narration, not inside quotation marks. Give page number in parenthesis (   ) at the start.

In 50-75 of your own words, tell how this quotation is tied in closely with the high point in this book.

4. In the remaining space, describe the advice you would give a friend about reading this book. Regardless of the nature of the advice you would give, be sure to include at least two direct quotations from the book in support of your advice. The quotations need not be dialogue; place the page number in parenthesis right after the direct quotation. [Ex: "The mourning broke through his window like black sun."(403)]

"NOVEL ANALYSIS"
DISCUSSION

1. Many of the common "loopholes" are closed with this format. Specificity replaces abstraction.

2. This format is especially effective with older secondary students and is ideal for upperclassmen whose work must be typewritten for final submission. (The form shown here can be filled in using cursive, but requires much planning. Expanding the answer space is, of course, an option.)

3. Central to this format is the use of page ranges (50-100, 350-400, etc.) from which certain selections must be taken in order to substantiate an answer. The nature of these questions virtually eliminates the possibility that there will be no raw material in the page ranges given. (The page ranges can be varied, too.)

4. The details required at the top of the first page ask the student for a deeper appreciation of the copyright and publishing process, useful data for students who plan to go into college.

5. Asking the student to categorize the book helps the instructor and urges the student into an overall assessment of the book before answering -- and, squabbles over categorizing are excellent lessons in themselves.

6. Using page ranges allows several students to read the same book without the instructor having much fear that the students will collectively produce several variations of the same answer. Complete textual reading is required to adequately answer these questions from within the page ranges -- withholding the form until the students are nearly done with reading further insures this.

7. By limiting the number of words in most of the student essays, good planning and editing become part of the writing process. Instructors then have a finite amount of reading/grading to do per report. This also minimizes the "giant is best" effect some students hope to achieve by writing excessively long responses -- defining the writing arena establishes a sort of "democracy through typography." (In cases when many students have difficulty trimming their replies into the spaces given, library personnel and instructors can pool their energies and devise separate educational units on the summary, the précis, the abstract, and the synopsis.)

Social Studies & Science

SOCIAL STUDIES

Questions	Answers from World Book Encyclopedia (Childcraft International [Scott & Fetzer], Chicago, 1982) compiled in 5 minutes from opening sentences and subheadings only
1. Who was Benjamin Franklin?	1. Jack-off-all-trades and master of many.
2. Where did he live?	2. Boston, Mass.
3. What were his main contributions to history?	3. First citizen of Philadelphia; printer; civic leader; scientist; experiments with electricity; organizer of new nation; minister to France.

SCIENCE

Questions	
1. What was Copernicus's famous astronomical theory?	1. The earth is a moving planet.
2. When/where did he live?	2. 1473-1543, Poland
3. Was his theory accepted in his time?	3. No

SOCIAL STUDIES

Question	Answers from Encyclopedia Britannica (William Benton, Chicago, 1975) compiled in many minutes and after textual reading/judgment
Pick five dates (excluding birth and death) in Ben Franklin's life which mark important times for him as an historic figure; briefly describe and explain each event.	1721: founded New England Courant, forerunner of other editorial publications; 1724: first travels abroad (England), start of European contacts; 1736: became clerk of the Pennsylvania legislature, major step in political career; 1751: publication of Experiments and Observations on Electricity, established his respect as scientist; 1757: chosen by Penn family to represent them in Europe regarding taxation, established him as international negotiator.

SCIENCE

Question	
How did astronomer Copernicus's theory upset the main ideas of his time? List two other historic figures whose works or ideas were affected directly by this theory, and list one non-encyclopedia library source where you can do additional research on these two historic figures.	The idea that the sun, not the earth, was the center of our system challenged the religious philosophers because no longer was our planet the center of creation. Also, scientists who said that things "fell to the center" to explain what we now call gravity were suddenly without explanations. So, Aristotle's universe, upon which much of Christian teachings were founded, was no longer valid. Also, Newton's theory of universal gravitation was able to find acceptance because it fit Copernicus's model. Aristotle: Great Philosophers (Greenwich Press, 1981); Newton: Gravity of It All (Felsen, 1979).

Social Studies & Science
(Discussion)

"EASY" SET

●● The questions are closed-ended; elementary facts will suffice for quick, if quite incomplete, answers.
●● Students can rely on scanning and skimming.
●● The basic encyclopedia provides 99% of the answers for this type question.
●● Students do little text reading, analyzing, or real comprehending -- library assignments for secondary students based on this caliber of question are doomed to invite student misbehavior and depreciation of library services.

"IN-DEPTH" SET

(Franklin)

☐☐ Picking five dates requires textual reading. If the students pick the first five they come across, they will probably not be able to explain the significance of the event tied to them -- context reading and comprehending are required.
☐☐ The teacher will have to judge the validity of each response. Students will know this, and they will most usually not risk just assembling data at random. Because there are many more than five noteworthy dates in Franklin's life, students using precisely the same dates as their friends would be as much as admitting to collective efforts.
☐☐ The class's set of responses provides a full timeline for the teacher to use in class activities about the figure being studied.

(Copernicus)

☐☐ The teaching of Copernicus's theory should be done in class so that library assignments can put the theory in perspective. There are no two exclusively correct answers -- the answers could have been Queen Elizabeth I and Galileo.
☐☐ More importantly, the assignment requires the location of non-encyclopedia research sources. This breaks the student out of the "encyclopedia-only" habit and provides the teacher and student with additional sources for future assignments.

ACADEMIC CREDIT FOR STUDENT LIBRARY MEDIA AIDES

by Barbara McKinney and Wanda Jones

The role of student library media aides has expanded from checking out books and running errands to a role requiring their knowledge of information retrieval. School enrollments continue to increase, but library media personnel have not kept pace with the increase in enrollment. Teachers are continuing to use more types of media as they realize the importance of expanding their class assignments beyond the textbook.

Student library media aides should not replace paid personnel. However, the opportunity is present for student library media aides to increase their knowledge of information retrieval and use their knowledge to provide a valuable service to the school.

By providing a sequential program of guided independent study of library skills, the student library media aides have the opportunity to greatly increase their knowledge of information retrieval in a working environment. The skills include the basic use of the library media center, the recognition and use of all types of equipment, production techniques, reference skills, types of literature, job skills, the history of books, libraries, and printing, listening and viewing skills, and public relations. This sequential program begins with seventh grade and continues through twelfth grade. All library media aides complete class assignments in addition to completing their duties in the library media center.

It is important for student library media aides to receive an academic credit for their work since they are required to acquire and use as much knowledge as they would in any other academic class. The benefits of this class extend well beyond the school setting. The students can continue to use their knowledge throughout their lives. The self-confidence that comes as they gain knowledge will increase their own self-esteem. This is one way to help prepare our student to function in the information age.

THE EXPANDING ROLE OF STUDENT AIDES

The average school year for the United States consists of one hundred eighty days. The amount of time allocated to instruction is approximately 115 days. Students are actively learning only about eighty-one days. Fifty-five percent of the time designated for learning is lost. Not all lost time can be eliminated. Students must change classes, eat lunch, attend assemblies, and participate in other non-instructional activities that are necessary for the school to operate efficiently. The hour lost each day in the classroom is critical.(1) This is each educator's opportunity to improve education.

The student achieves more when he spends most of his time on tasks he can perform well. If the student spends most of his time trying to perform tasks he cannot do well, he may be establishing a pattern for his entire school life. High-success activities seem to help the student enjoy learning. In the ideal classroom the focus is on learning. The student expects to learn and is held responsible for doing so. The teacher and the student interact on work activities.(2)

The more time that is spent on instruction, the greater the achievement gain the student makes. The productive time is used for mastery learning. The student takes as much personal time and instructional time as he requires to attain a particular level of mastery.(3)

The school curriculum may suffer from "skills overload". The student may be bombarded with exposure to dozens of skills each year. It may be assumed that the student will master all of these skills on a one time basis.(4)

The teacher may question the student with a rapid fire method that does not allow think-time. If several seconds or longer are allowed for silent thinking, the student's responses increase; his answer is more likely to be correct, and he can engage in high-level thinking.(5)

The student spends only two percent of his time on seeing, listening and speaking skills. This student lives in a world that requires these skills 98% of the time. The student needs media to help him become an active seeker of information and a problem solver.(6)

The resources available in all classrooms are time, materials, and human resources. The most under-utilized resource is student experiences.(7) The student gains experience by direct experience, semi-concrete experience, and symbolized experience. Each student interacts with instructional materials differently; therefore, instruction must be individualized. However, group activities also need to be provided, because the most important learning is social.(8)

Cooperative learning can promote higher levels of self-esteem.(9) Educators know the importance of educating the whole student. Test scores do not insure success or failure in life. Most people who lose or leave their jobs do so because they cannot work with people.(10)

The student may enter the work force with education, technical skills, and the desire to advance, but he may not have the ability to completely make use of these skills. His most underdeveloped skills will probably be oral communication, listening leadership, and organization ability. Education provides few opportunities to develop these skills. The student needs to be taught the process for learning and develop the independence to use the process.(11)

During the 1970's, educational trends changed from the behavior view to the cognitive view. The curriculum has not always changed. The cognitive theory recognizes the student as active in the learning process, while the behavioral theory considers the student merely a respondant in the learning process.(12) Most teachers continue to use the lecture method of instruction, but it does not stimulate interest, promote creativity, or develop responsibility.(13)

People feel powerless when they cannot communicate. Fundamental skills are necessary, but real learning does not take place until the student begins to teach himself. The task of education is to move the student to be able to educate himself. He needs to be able to organize his experience in order to interpret it and to have power over it.(14)

Learning is an active process involving seeking, interpreting, and using information.(15) The student should work with the teacher, not for him. The teacher should set high standards, and the student should be encouraged to develop his own standards.(16)

The level of self-discipline is most important for cognitive achievement in school and later for performance in society. Discipline continues to be the number one problem in schools. Each school needs to develop a school structure with authority figures, rules and organization tasks. The student finds his place in the structure and develops the capacity to regulate himself.

In a technological society, most jobs require the individual to be involved in his work. This is the hallmark of self-discipline. The overall scores for reading are improving, but the ability to draw inferences and solve problems is declining. This reflects a lack of intellectual self-discipline. The promotion of self-discipline is at the center of the educational process.(17)

Some futurists predict the individual will live and work in electronic cottages. This will require great self-discipline on the part of each individual.(18)

The student may not always grasp the need or importance of being involved in schoolwork.(19) The student needs to know what library research is, and why it is worth doing. Research may be frustrating at times. The student must learn to determine precisely what he is researching. He needs to be able to move from a general topic to a specific one by using specialized reference sources. He needs to develop the ability to judge a valid topic, and change it if necessary.(20)

The teacher is not always comfortable using the library media center, so he does not realize why the student cannot locate information.(21)

The student is often unable to use reference sources. He may not have any idea of what sources are available. He may not know when to ask questions, or what to ask. For this student, the universe of information is a closed book.(22)

Library literacy goes beyond the realm of basic reading and writing skills into the realms of logical thinking and the precise articulation of its results.(23)

If the student is bound to the words on a printed page, he will not use evaluation skills necessary to critical reading and critical thinking. He must be able to detect irony which is the key form of nonliteral communication. The student's reading ability is directly related to his ability to understand the implicit message being presented.(24)

Students in all grades can benefit from planning and producing nonprint media. When production is paired with the teaching of library skills, the student is motivated to learn more about both types of skills.(25)

Teachers can utilize the student to design, produce, and present some instructional materials to his peers. This involves the student and makes him feel important in the learning process. The student learns how to learn, and he learns the subject matter better as he teaches it.(26)

Students need continuous sequential instruction in the selection, location and use of reference materials needed in each course. They also need instruction in the organization of information. There is a great difference between the amount of time spent on learning and the quality of effort during that time. Frustrated students who do not have the skills to perform a task do not use their time well.

Learning is a natural process which actively involves the learner. Because of the sequence of identifiable activities in the learning process, the library media center is essential for the learner in school or in the lifelong learning. The learning process involves seeking out information, interpreting information, using meanings in problem solving, performing based on intentions, interacting to get reactions to meanings, and seeking new information.(27)

Students can no longer merely learn facts, but they must learn how to learn. As the library media specialist is involved in a student-centered approach, curriculum design activities are designed to go beyond locating facts.(28) Ideally there is a whole curriculum planning with representatives from the entire faculty identifying necessary skills. The faculty decides which department, including the media center, will be responsible for the instruction of the skills.(29)

Libraries are designed for people who know how to use them. In the current and future learning situations, it is essential for students to attain skill and confidence in use. Library media skills and the techniques for learning to process information must be directly applied to the total curriculum and not taught in isolation to be most effective.(30) Through the integrated approach, the library media center becomes a total learning environment where students experience success in learning, not frustration and defeat.

Outlines for courses vary, as do interpretations for instruction. However, a general overview includes specialized encyclopedias, specialized indexes, specialized dictionaries, statistical sources, and single volume reference works. Students need to learn how to select topics, evaluate sources and ask questions.

Reference skills must always be applied directly to what the students need. Activities do not have to result in a traditional research paper. Students can learn through well developed games, audio-visual activities, learning centers, saturation centers, projects or computer directed activities. Whatever the approach, the students are learning how to achieve success in locating, evaluating, discriminating and using information at the time of need.(31)

Although some educators forecast the advent of students and workers isolated in electronic cottages from which they obtain and disseminate information through computers, this is an unrealistic view. Alternatives of the nuclear family raises the issue of childcare, and the isolation of the individual would not be conducive to learning or to work.(32) The indications of forecasts reinforce the concept that library media centers are the focal point of information. The library media specialist and the teachers are natural partners from the beginning of instructional design, and the learning process should be student-centered.(33)

As the role of the library media specialists and the library media center have changed, so has the role of the student aide in the library media center. The student no longer merely stamps books, locates periodicals and shelves books. The student aide must also be an active participant in the total program. The skills the student aide develops are marketable skills in a work-world that is obsessed with proficiency and accountability.

Attitude is a skill which is observed during all phases of work performance and can be the deciding factor in obtaining and maintaining a job. Student aides acquire a patron-centered approach to work. As they acquire proficiency in specific skill areas, their motivation and responsibility are evident.

Student aides are responsible for assisting in locating periodicals, microfiche, audiovisual software, books and reference sources. They type catalogue cards, books cards, labels, bibliographies and lists. They operate and assist with preventive maintenance of audio-visual equipment. They assume responsibility in delivering reserved equipment and materials to classrooms. They process books, shelve books, file, copy materials and prepare displays. They learn a patron-centered approach as they assume a responsibility in their role. Student aides proudly peer instruct other student aides or fellow classmates. Besides the marketable skills they acquire with built-in job experience and a reference, they learn how to learn. Confidence, ability to use the library media center and rapport with students and faculty are valuable extras the students acquire.(34)

Although some students receive a credit for their work, documentation does not extend to include an individualized workshop approach to the student aides' instruction as it does for the regular students' instruction. (35) Research maintains that library media skills are essential for the lifelong learning of students. However, it does not provide a complete program of instruction for the student aide.(36)

Based on skills the student aide needs to assist in the library media center and the skills needed to succeed in classes, a formal instructional program for academic credit can be designed. The program must be individualized with activities of various ability levels. The program can be a workshop approach with the students working at their own pace. The library media specialist would be available to answer questions but would not instruct through lecturing in the self-directed program.

Although the sample worksheets which are included are designed for specific reference sources which will correlate with the curriculum for the students, activities will also be designed for audio-visual productions. As the student aides acquire additional skills, they will become proficient in peer instruction both with student aides and with patrons.

Student aides can also have input into their needs in the program and help design some of the activities.(37) A workable, well designed program requires approval from the administration and the school board for the student aides to receive an academic credit. The counsellors are also important in the process to help schedule students into the program. The faculty will discover the degree of difficulty and support the credit.(38) The academic credit for student aides is important in attracting students to a program that requires learning and application of important skills on a daily basis. The applicable skills are among the most important they will acquire during high school. They are not just gathering facts; they are learning how to learn and assuming responsibility for their role in the learning process. They are acquiring lifelong skills.(39)

This academic course for library aides is designed to help the student make wise use of his time, develop responsibility, and acquire marketable skills. Library literacy is the mark of an educated person. In a world where 70% of adult learning is self-directed, the student must become an independent learner.

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GETTING THE ACT TOGETHER: NETWORKING WITH UTLAS

by Judith Higgins and Arline Wood

In 1978 the Task Force on the Role of the School Library Media Program in the (U.S.) National Program observed that "School library media specialists endure a special kind of isolation from being unique among other faculty members ...."[1] Two years later Bea Angus, an IASL member who had researched the pilot school-library systems in New York State, noted that school media specialists had not been "well prepared for networking through their work experience or through conventional library school programs."[2] Angus agreed with the Task Force that a willingness to share, to modify policies and to communicate and plan with other librarians is crucial to the building of an effective network.[3] This is the experience we bring to you today.

In the area we represent, the southern half of the county just to the north of New York City, we have 35 public school districts and about 55 private or religious schools. Many of them belong to the Southern Westchester Board of Cooperative Educational Services, commonly known as BOCES, which offers shared services from occupational education to film and audiovisual service. So in BOCES we have the tradition of shared resources.

In 1978 the Board of Regents of the State of New York first proposed legislation to encourage sharing of school-library resources, coordinated by the BOCES such as ours. The goal was to develop regional cooperative networks to bring these BOCES into existing interlibrary loan networks. Twelve pilot systems were set up and formal cooperation between these systems and functioning public-library and research-library systems was part of the plan. Between 1979 and 1984 these pilots demonstrated how resource-sharing could improve the picture for students in elementary and secondary schools. Southern Westchester BOCES was not one of the 12 pilots but it was a recipient of shoestring funds from the local umbrella resource agency, called INTERSHARE, which was a regional multi-type library network.

What kind of relationships existed between individual schools in our area in the late '70's and '80's? Mainly informal ones built on contact through professional associations. These were first strengthened when our BOCES received a mini-grant to produce a union list of serials for its schools. Individual schools now contacted each other to borrow periodicals, or more typically, to get photocopies of the articles.

The other unifying step was a competitive ECIA Chapter II grant written at our BOCES with input from a small group of school librarians. Project ARTS was a cooperative-collection effort. Four high schools and the nearby State University of New York at Purchase (which has a heavy emphasis on the arts) each purchased materials in a special arts area -- film, dance, music, etc. -- and made these materials available to all BOCES members through a microfiche catalog. An essential factor in this grant was the inclusion of an academic library in the planning.

The Public Library Model

The groundwork was laid. The school libraries of southern Westchester also had a model in the public libraries of our County. In some areas of New York,public libraries were joined into cooperative systems as early as 1954; the Westchester Library System, known as WLS, was chartered in 1959. The initial grant of $10,000 from the state was based on the 1950 census. Of the 38 eligible public libraries, 30 joined. An existing union catalog was switched to WLS headquarters. Delivery service was established twice a week to member libraries for the purpose of exchanging materials and intrasystem mail. Areas of immediate cooperation were centralized purchasing and processing and cataloging. With specialized consultants for technical services, children's, young-adult, adult and audiovisual services there was planned, supported collection development. Rotating collections reinforced weak areas. Monthly reviewing sessions provided book-selection assistance. A countywide microfiche catalog for books published since 1978, called WESTCAT, is distributed to all WLS libraries and is cumulated quarterly.

Currently all 38 public libraries belong to WLS. In 1983 WLS selected UTLAS as its cataloging utility. The UTLAS system provided an authority-control system which made it possible to introduce new subject headings and to change outdated ones online. It provided the ability to access catalog records and to update individual member holdings online. And it yielded both WESTCAT and print catalogs such as one for Large Print Books. After a six-month trial, WLS became the first American public-library system to become an UTLAS user.

School Needs and State Leadership

But back to the schools. It was apparent early on that the school libraries in the pilot projects were reaping definite advantages. Interlibrary loan was no longer dependent on personal contacts. A fiche catalog of member-library materials produced in the pilot system nearest us saved time. The resources available to students in the pilot-project schools had been greatly multiplied.

At the same time costs of library resources were rising. In 1977 the average cost of a hard-cover book in the United States was $19.22; by 1984 it was nearing $30.00. Postage rates were rising, causing hikes in the cost of shipping books and in the costs of magazine subscriptions. At the same time, technologies had improved. Copying machines were available in most schools and microfiche or microfilm collections were found in many high schools.

There was also a continuing change in education, from the textbook-and-lecture method to one which tried to broaden the student's view and experience. Students were now required to read from a wide variety of sources. Many did advanced research projects; some did original research. The need for a spectrum of resources was being felt at a time when costs were rising and some school budgets were being voted down.

In the spring of 1982 the state's Commissioner of Education and the Board of Regents sponsored a series of workshops across New York State to obtain grassroots input on how to improve the quality of education in the state. As a school librarian, I attended our local workshop. There were classroom teachers, principals, superintendents, college teachers, people from business, and public librarians as well as state leaders. In our group the public librarian from my town pointed out that because of the public-library system the local public library was able to offer resources far beyond its walls. There was a unanimous vote by our group to recommend state support for cooperative networking at the school-library level.

The state had already funded the 12 pilot projects. In July 1984, to continue our timetable, all BOCES received a directive to apply for planning grants which would lead to the formation of school-library systems throughout the state. In October 1984 all public-school librarians in our area were called to a meeting and volunteers sought to help write the planning grant. In addition, all chief school administrators received a letter asking them to sign a statement of intent to participate in the new system. This contact with administrators has been carefully maintained.

Needless to say, the planning-grant application was due within a month. The deadline was met, due primarily to the organizational skills and competence of Donna Barkman, the recently hired film librarian at BOCES who found herself with a new title: Planning-Grant Coordinator.

The grant gave BOCES $20,000 in 1984-85 to develop a three-year plan of service. The planning-grant process was to be as follows:

1. Identify a planning-project coordinator.

2. Identify and appoint at least a nine-member committee representative of the providers and users in the potential system area. It should include teachers, administrators and librarians.
3. Provide evidence of consultation with public and reference/research library systems.
4. Work towards the presentation of a Three Year Plan of Service due, with a 1985-86 budget, by April 30, 1985.

Who did the work? Ten public and private school librarians, the head of technical services at SUNY Purchase, the head of inter-library services for WLS, a computer coordinator for a local school district and two BOCES staff members made up the original council. The school librarians were to be people truly interested in developing a system and should represent school libraries large and small, public and private, with all grade levels and with resources both sophisticated and relatively simple, that is to say, affluent and poorly supported.

To help us start up, a Question and Answer memorandum from the late Bea Griggs, the state chief of school libraries, was sent to each council, and there was an answer to one question which proved to be clairvoyantly true. The question was, "Where can more information be obtained?" The answer said, "Public and 3R's system personnel can be particularly helpful with advice on data base (union list) development, inter-library loan policies and procedures and other functions common to all types of systems." A glorious understatement.

Beyond the initial planning grant, we had the long-range mandate to each system. The most important mandates were:

1. Establish the means for locating materials within the system through a machine-readable catalog which would be consistent with standards for regional bibliographic data bases.
2. Establish procedures for accepting, verifying and responding to interlibrary loan requests, and a delivery system for sharing materials.
3. Describe the plans for cooperating with school and other types of library systems.

4. Describe the means by which the system will be compatible in its computerized and technical operations with those of other systems in the state.
5. Identify special client-group needs.
6. Describe procedures for needs assessment, program development and staff development.
7. Describe the means for cooperative collection development.

No doubt you are wondering at this point where all the money would come from to achieve these goals and the ultimate goal, which should not be lost sight of as we describe what one of my Columbia professors used to call "how I run my library real good". That goal *was* and *is* to provide the students of New York State with greatly increased access to resources for study and research.

Funding

As in the case of the Westchester Library System, funding from the state made all 48 (42 BOCES and 6 big-city) school library systems possible. There was the initial planning grant of $20,000. The first operating year, 1985-86, our System received from the state $65,000, based on our serving fewer than 100,000 students. Systems serving larger student populations received up to $120,000, and New York City got much more. As a result of lobbying our state legislators, we also received a special grant of $20,000 directly from the State Legislature.

For the second operating year, 1986-87, funding will be determined on a more equitable formula basis, with four components:

1. A flat-rate grant based upon the number of pupils in the service area. This gives us $72,000.
2. The number of students in member schools, times .19.
3. $350 per public-school district.
4. $2.10 per square mile of the district.

For 1986-87 the System will also receive $17,000 from METRO to continue retrospective conversion of records. METRO is the conduit for both state and federal funds for libraries.

Staffing

Who does the work to make it go? The Commissioner's regulations laid it out clearly: each system shall employ a full-time coordinator and a clerk assigned full-time to that coordinator.

The coordinator would be responsible for networking activities: building a union catalog, establishing interlibrary loan procedures, developing a cooperative collection-development plan, planning for staff development. The tasks were well thought out: these were all activities which large school districts had been doing for years, but the isolated librarian in a smaller school district was not part of any such network. Now a network was at hand.

The qualifications for the coordinator's position were equally demanding. We needed a Renaissance person who not only was certified as a school library media specialist but who had computer background and in addition held a certificate as School Administrator and Supervisor, required in New York of school administrators. And the salary was modest. What seemed like an adequate salary for some parts of New York State was not very adequate for our high-cost, high-tax region. We were fortunate to find a person with both school and public library experience who also had the foresight to earn a certificate in computer science. This summer, regrettably, Francene Costello could not come to IASL because she is finishing the 24 class credits for that administrator's certificate, well in advance of the 1989 deadline set by the state. Normally she is a highly available person, not one who is "in a meeting" or "away from her desk."

Our good fortune extended to our ten-month clerk. When the job was posted at the BOCES instructional services office, a young film inspector who apparently had exhausted the possibilities of that job applied for it, willing and able to take the on-the-job training which UTLAS offers. 75% of her time is spent at data entry or preparing for it, 10% on interlibrary loan and 15% on typing reports, memos, letters and miscellaneous chores. We found her so amiable, competent and interested in her work that the Council voted to spend part of the 1986-87 budget on two weeks' summer time for her to keep ahead of the avalanche of work.

While the state mandate required a full-time paid coordinator with no other duties, we, the building-level people who represented the member schools, were to make up the Council which would direct the new System. As with many of our institutions, the hours of volunteer help have been considerable.

Essentially, the same group of librarians which worked on the planning grant ultimately made up the school-library representation on the Council. We asked the school district computer coordinator and the SUNY and WLS representatives to continue on the official Council. It was total commitment and immersion. Referring to my 1984-85 calendar, I counted 22 meetings between November 1, 1984 and May 31, 1985. Someone remarked that it was like having a second job.

Council members were selected on two criteria: first, interest and second, his/her representation of an agency, library or user group needed to provide balance on the Council. We now have 18 members representing the groups previously described as well as teachers, administrators and Southern Westchester residents. Council members were elected for staggered three-year terms. To avoid any favoritism, the alphabetic list of Council members was numbered 1, 2, 3, 1, 2, 3. The 1's had a one-year term, the 2's had a two-year term etc., each with the privilege of re-election.

Each local school or school system appointed a liaison to represent the district in the System. The liaisons would take the requests of the System to their districts; for example, they coordinated the completion of the Member Plans we will describe, and would bring the needs of the individual districts back to the System.

Choosing UTLAS

The timetable, as we look back from two years' distance, was awesome. In mid-March 1985 the writing of the Three Year Plan of Service began; by April it was completed and sent off. By May we had decided on a bibliographic utility.

During this formative period two essential committees were set up from among the Council members: a committee to work on Current Cataloging Procedures and one to develop Cataloging Standards. Council members had also formed a committee on an ad hoc basis for work on public relations, while the entire Council looked into automation. Later committee$ would be formed for staff development, for interlibrary loan, for public relations and legislation and for automation.

The first priority of the Council was to develop a union catalog of materials listing the resources of the schools in the System. At a meeting in December 1984, the Council discussed the possible methods of catalog conversion and the advantages of a centralized approach. We relied heavily on the guidance of the experienced technical-services librarians from the public and academic sector, and decided to meet during the month of January 1985 with several firms offering catalog-record conversion.

This was in a sense a trial by firey ignorance. With the exception of the technical-services people, none of us, not even the computer coordinator, had experience with a bibliographic utility. We listened to presentations by Carrollton Press, by an OCLC representative and by UTLAS.

UTLAS, it seemed to us, had several advantages:

1. It already had considerable experience dealing with school-library clients.
2. It had already been used by the Westchester Library System and by the local Community College library.
3. It would produce a local record, including any variations.

UTLAS would provide us with MARC-format cataloging records in a separate Southern Westchester BOCES on-line catalog, with the holdings of each participating library readily visible. Records would be entered from the shelf lists of each participating school but the work would be done at the central BOCES facility. In the future records could also be accessed by those schools having terminals. They also promised to download the holdings of individual schools onto disks when that service was wanted, charging the schools wanting the service.

We chose UTLAS. As an up-to-the-minute addition, I can report that all four BOCES on Long Island contracted with UTLAS this spring, inspired by our lead.

Once titles are entered in a database, then what? UTLAS could provide on-line access to the database for those schools with a terminal which meets ASCII standards or a microcomputer equipped with communications software and a modem. Only a very few schools have this hardware but it was felt that as prices drop, other schools would be able to purchase it and be able to use REFCATSS, the reference-use, search-only capability provided by UTLAS. From the beginning, however, it was important to the Council that everyone, not just those in richer districts, could use the UTLAS system. A phone call to BOCES is all that is needed to get an immediate search of the database, interlibrary loan service, or help with any problem. Since all schools can be served this way, the Council decided against a microform catalog, which several of the original pilot systems had developed.

There were two things we wanted UTLAS to handle in the first year: retrospective conversion of print non-fiction and an experiment in current cataloging. The plan for retrospective conversion of member holdings was made: we would enter only titles of books copyrighted 1980 or later, and in 1985-86 we would begin with the 300's. In the second year of operation we would input the 900's, including biography and collective biography, and in 1987-88, the 800's and the 500's. We would also continue to add 300's in the second and third years and 900's and 300's in the third year of operation. We require that all participants make an annual inventory of the sections they have in the database to keep the database clean.

The opinion of the elementary-school librarians was always considered in these decision, since we did not want them to feel that the System was primarily for the high schools.

The Current Cataloging Experiment

In the experiment in current cataloging, all print non-fiction titles for which the participating libraries wanted cards would be entered in the data base and cards produced. At the discussion stage about 20 schools showed interest in participating in this service. The cost to the school was set at $1.00 per title; UTLAS estimated that the remaining cost would be $1.80, to be paid for by the System. To keep costs down, a lottery was considered to limit the number of schools in the project to about twelve. The Council feared that too much of its project budget would be spent subsidizing catalog-card production. About this time Baker and Taylor, the vendor most used in our area, offered card sets for 25 cents. The number of experimenters dropped to 13, of whom 12 actually participated. Two were elementary schools, the rest secondary.

There was a period of debugging. A trial run was made in December and in January 1986 and the final card sets started to come in February. And there were some curious problems.

First, there was a high percentage of second cards for each title, i.e., bibliographic information, including the contents notes we had asked for, tended to lap over to a second card.

Second, on the List of Local Practices Style Sheet, page two, under "Additional Local Practices" number two calls for deleting the LC subject sub-heading "Juvenile Literature". One elementary librarian received cards for Let's Visit Bolivia and many others in that series with no subject cards at all. Unfortunately Bolivia was tagged as a 650 field, with a second indicator of "1" on the MARC record. This tagging denotes the field as a juvenile subject heading. UTLAS, in its original profile for the System, had misinterpreted our instructions to remove "Juvenile Literature" as a sub-heading. They had profiled our System to exclude all subject headings tagged 650 with a second indicator of "1".

We expect that both problems will be solved by the fall.

Included among the handouts today is a copy of the List of Local Practices as well as the Current Cataloging Procedures which were followed. Representatives of elementary, junior and senior high schools were on the Standards Committee. Cataloging practices of the public-library system were carefully examined. Both the members of this Committee and the membership at large were vocal in defending their local practices. It was obvious that each library would have to give up some sovereignty or unique style of classification to conform to a uniform style. For example, most members saw the need to accept LC headings instead of Sears. Variations are expensive.

The First Year of Operation

The best way to evaluate what was actually done in 1985-86 is to quote from the Coordinator's first annual report.

1. There are now 93 school libraries, representing 27 public-school districts, in the System. In addition, 40 private or religious schools are members.

2. A contract was signed with UTLAS International U.S. in December 1985 to become vendor for both retrospective entry and current cataloging.

3. We have established a functioning automated database, with 86 schools participating in retrospective conversion. The system acknowledges receipt of these shelflist cards promptly. More than 8100 holdings have been entered.

We might digress from the report here to say that before these shelflist cards were entered, all members were given a list of steps to take to prepare for retrospective conversion. Weeding -- and we are indebted to the Calgary Board of Education for their guidelines -- sorting, adding the LC number, or if none exists, the ISBN number, were all required.

4. Since we were awarded two grants by METRO, we were able to enter the 900's into the database ahead of schedule.

5. In addition, 1,300 titles purchased under Project ARTS are being downloaded from MARC tapes into our database.

6. Current-cataloging subscribers have submitted more than 1,400 non-fiction titles for processing and database inclusion and have received streamed (alphabetized) cards for their libraries.

7. Interlibrary loan policies and procedures have been prepared by a Council Committee and disseminated. There has been active interlibrary loan of periodical articles but actual ILL statistics are still being compiled.

8. In March 1986 various administrative departments of BOCES gave the System money to offer BRS searching on a trial basis to students, teachers, administrators and staff of all member schools. It was well utilized.

9. Weekly delivery service is now offered to those schools which would not ordinarily get delivery because they are not members of the film library.

10. The sixth edition of our Union List of Serials has been produced and distributed. Through an LSCA grant, the next edition will be put into the OCLC database by METRO by January 1987.

With a database still quite small, we consider this the inputing period. But suppose a member library wants to borrow a particular book, which, after all, is the ultimate purpose of setting up this structure? The borrowing library calls BOCES. BOCES checks on its terminal to see if the book is in the Southern BOCES database or in the Westchester Library System database, our first two levels of borrowing. If it is in another school, the borrower may find it fastest to work ou point-to-point loan. If it is in a public library, the school librarian can either ask BOCES to borrow it and wait for the next weekly delivery or send the student directly, assuming he/she has a WLS card. Since many school assignments are not long-term ones -- and since students everywhere wait until the eleventh hour--it may be faster to take the latter course.

Let us assume it is not available from either local source. BOCES will send an interlibrary loan request to the METRO Clearinghouse and METRO will search for the title in academic, public or special libraries or in three other school-library systems in the New York metropolitan area. Still can't find it? Then the Clearinghouse will request it through NYSILL, the statewide ILL system. At this point I would refer you to a January 1986 study called New York State Interlibrary Loan: Recommended Redesign.[4]

Staff development will continue to be heavily emphasized, to dispel that sense of isolation which those of us in small systems feel keenly. For several years we have had an annual workshop meeting with our public-library counterparts. A reference workshop hosted by academic librarians concentrated on skills expected of incoming freshmen and was videotaped so it could be circulated to those unable to attend. A workshop on videotaping and the copyright problem and one on cataloging microcomputer software were held. A brainstorming session on the implementation of the State's Regents Action plan -- which has mandated a whole new approach to teaching library skills in the junior-high -- took place. A week after school opens next month a State Education Department person will bring lesson plans for this new curriculum. The scope and sequence of the curriculum was to have come in June.

For most of us there is a dire need for professional education in the area of automation. This spring the Staff Development Committee scheduled a demonstration of Wilsonline and in the fall we plan at least one and probably two workshops on the subject of integrated library management systems.

In addition to acquiring verification tools for data entry and maintaining good relations with administrators and teachers in member schools, the headquarters staff also publishes a quarterly newsletter called Tracings. It brings us news of state legislation, workshops, conferences, groups tangential to libraries, dates to remember or consider, and lists of materials added to the professional collection.

The Coordinator's larger role with members is as a communicator. No longer are we paddling our canoes alone. Memos and flyers concerning professional meetings in the County and in New York City are sent out, and two meetings with the liaisons for the districts were held.

In one of these meetings liaisons were presented with the Member Plan referred to earlier. There was a section for the District and a section for each building in the District. The Member Plan was actually a combination needs - assessment and self-evaluation. It asked each district about communication procedures, staffing, district goals and communication with the System. The building-level section determined library resources and services, staffing and goals. For those of us without district supervisors -- and that is the rule rather than the exception in our area -- responding to the questions in the Plan brought us closer to our district colleagues. We could see where they were and how we could assist each other. So the process itself was helpful.

The information from these Member Plans will be compiled on DBase III to help meet area library needs, for example, to recognize where there are special collections or note the use of computers in various libraries.

The Coordinator goes to many state-level meetings but still manages time to consult, for example, with librarians in special schools such as those for the deaf or for emotionally-disturbed children. She is our link with other systems. And she is our legislative cheerleader: it was headquarters personnel who lobbied for, and got, increased school-library funds.

Meanwhile, back at the ranch, there was plenty of work for all. Inventory was done with special zest -- and the realization that there must be a better way -- both last year and this June. Weeding has taken on new importance. We continued our point-to-point contacts with other schools for the periodicals needed for that special research project. These may be magazines for which we could not intellectually justify a subscription or perhaps we simply could not afford. On one occasion this spring, an eighth-grader doing research on nuclear power plants showed me two citations among the twenty he had received by using Search Helper. We did not have the magazines. A neighboring high-school librarian not only had them but put them at my front door on his way home. I photocopied them and returned them to his front door, which turned out to be closer than our schools are. Ironically, one of the articles was from Soviet Life and described the exemplary safety precautions at a plant in a place called Chernobyl, an irony which was not lost on the bright eighth-grader.

Our Current Status

Now, a little more than a year since we were formally organized, what is the good news and the bad news?

The good news is that we have not only achieved our goals but have surpassed them. We are ahead of schedule in retrospective conversion. The 900's will be entered almost a year ahead of plan because we received additional funding and because the data-entry has gone even more smoothly than we had hoped. The 800's, once scheduled for 1987-88, will be entered by the end of this year. We have designated the 500's as the next entries.

Funding for 1986-87 is very good news. The official state allocation, as we noted, has gone from $65,000 to $91,000, thanks to an increase to $5.1 million for the school-library systems.

The bad news is that three city school systems, one sizable school district and three prestigious private schools in the area have not yet joined the system. Their reasons for staying out are, first, that they feel their libraries have enough money to buy whatever they need, and second, that they are afraid of being raided--although the testimony from the pilot systems indicates this is not the case. The smaller, specialized schools which have abstained believe that their collections are so limited in audience that they would not be useful to borrowers in a system, nor would they need to borrow for their specialized student population.

The second piece of bad news is that the cost of current cataloging, including cards, was much more than UTLAS had estimated. Cooperative collection development is still a year off, but that was in the original Plan of Service. We knew we would need time to analyze the Member Plans and to poll the membership about future directions. Only then will we know what subject areas need concentration and in what schools or districts they can be practicably housed.

The benefits of being in such a system cannot be overstated. School libraries without telephones suddenly were able to get them, because business had picked up. A library which could not get a computer approved two years ago has the go-ahead now. Professional development is no longer confined to what you can snatch at a library conference, if, indeed, you can get approval for the conference. We are now in the mainstream of librarianship.

But the most valuable benefits of all may be what we have here today -- the interaction between those of us in the school-library profession -- and the bonds between us and our colleagues in public and academic libraries. We have come to know each other and to work with each other for the common goal of helping students reach their potential.

The presenters of this paper are members of SOUTHERN WESTCHESTER BOCES SCHOOL LIBRARY SYSTEM COUNCIL.

REFERENCES

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2. Beatrice E. Angus, Appraisal of the New York State School Library System (Unpublished Study for the Certificate of Advanced Study, School of Library and Information Science, State University of New York at Albany, December 1980) p. 1.
3. Task Force, p. 33.
4. Ralph M. Shoffner, John F. Knapp and Kenneth H. Anderson, Interlibrary Loan in New York State: Recommended Redesign, Beaverton, Oregon, Ringgold Management Systems Inc., 1986.

THE FOLLOWING PAGES ARE COPIES OF SOME OF THE HANDOUTS PROVIDED TO THE DELEGATES ATTENDING THIS WORKSHOP. IF FURTHER INFORMATION IS DESIRED, CONTACT THE PRESENTERS:

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ABSTRACT
OF THE
PLAN OF ORGANIZATION AND SERVICE
OF THE
SOUTHERN WESTCHESTER BOCES SCHOOL LIBRARY SYSTEM

The Council of the School Library System has prepared a three-year Plan intended to serve all members of the newly-developed system. As in all library systems, the thrust of this Plan is to provide structure and opportunity for networking in its broadest sense and coordinated programs in particular areas.

A prime cooperative activity is that of creating an automated database of all school library holdings for the purpose of resource-sharing. The database utility selected to implement this program is UTLAS, a Toronto-based firm very experienced in working with school libraries. The conversion of records will be accomplished by the System staff: a full-time, 10-month School Library System Coordinator, supervising a full-time, 10-month Library Clerk. The growth of this database will support and expand interlibrary loan and delivery services, and will catalyze the formulation of a coordinated collection development plan, cost-effective for all.

Staff development is an important component of the Plan; it will include the consultant and advisory services of the Coordinator, workshop and course offerings and maintenance of a small basic reference collection. The Coordinator will also be responsible for communication with and among the System staff, each district's library liaison, the School Library System Council, and the BOCES Board of Education, as well as the membership. Meetings with these groups have been scheduled and the distribution of a quarterly newsletter required.

Networking with other school, public and academic library systems will provide the foundation for further resource-sharing and the expansion of cooperative activities. The System plans to address the needs of individual member districts and schools and their special client groups. To this end, the Council has been organized to represent all kinds of public, parochial and private schools, secondary and elementary schools, other library systems, teachers, administrators and Southern Westchester citizens. The Council will be nominated by the liaisons, thus providing local district representation in the decision-making processes. The three-year Plan was constructed to respond to the specifications of the legislation and to the interests and requirements of Southern Westchester School Libraries.

DB:hf
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GLOSSARY

ACRONYMS AND ABBREVIATIONS

AACR2 - Anglo-American Cataloging Rules, second edition

ANSI - American National Standards Institute, an organization sponsored by the Business Equipment Manufacturers Association for the purpose of establishing voluntary industry standards.

BRS - Bibliographic Services Retrieval

CCD - Coordinated Collection Development

COM/CAT - Computer-Output Microform Catalog. A process in which computer information is output into a microform (e.g. microfilm or microfiche) through a COM printer

ILL - Interlibrary Loan

ISBN - International Standard Book Number

LCCN - Library of Congress Card Number

MARC format - Machine Readable Cataloging. An international standardized format for recording bibliographic information for communication or exchange among libraries and institutions.

METRO - New York Metropolitan Reference and Research Library Agency, Inc.

MILCS - Metropolitan Interlibrary Cooperative System (N.Y.C.)

NYSILL - New York State Inter Library Loan

OCLC - Online Computer Library Center

SAS - School Administrator and Supervisor Certificate

SED - State Education Department

3R's - Reference and Research Library Resources Council. There are nine of these in New York State.

UTLAS - University of Toronto Library Automation System

WLS - Westchester Library System

TERMS (Continued)

Network. Two or more libraries organized to share or exchange information and other resources, using established communication links.

Nonpublic school library - a collection of informational materials located in an area in the school devoted to library service for the students and faculty under the supervision of a designated member of the school staff.

Online system. In teleprocessing, a system in which the input data enters the computer directly from the point of origin or in which output data is transmitted directly to where it is used.

School Library System - an organization of school districts and nonpublic schools cooperating with a board of cooperative educational services (BOCES) to provide library coordination and/or services to member libraries under a school library system plan of service approved by the Commissioner, or the city school district of New York City, Buffalo, Rochester, Syracuse, or Yonkers which has responsibility for the development of public school libraries...and which provides library coordination and/or services to such schools and to nonpublic school libraries, under a school library system plan of service approved by the Commissioner.

School Library System Council - Each school library system shall have a school library system council, which shall meet at least four times each year. Such school library system council shall be composed of at least nine members, and shall include representatives of the members in the school library system and of the public library systems and the reference and research library resources systems in the region.

System Requirement - A specification of what a system must do or how it must be designed to satisfy needs, wants, or desires of the staff. A mandatory requirement must absolutely be met, while a desirable requirement enhances a system but need not necessarily be met for a system to be acceptable.

Systems approach. A method by which a library is viewed first as a unified whole rather than as segregated and isolated parts. The library is viewed as a number of interacting and interrelated systems or subsystems organized to accomplish a hierarchy of goals and objectives.

Total systems concept. The complete integration into one system all the major functions or functional subsystems of the library organization.

SCHOOL LIBRARY SYSTEMS

Definition: a school library system is an organization of school districts and nonpublic schools in a BOCES area which provides library coordination and services to its member libraries as specified in an approved Plan of Service.

Funding: In July, 1984, the state legislature passed the 1984 Library Omnibus Bill which, among other actions, provided for the creation and financial support of school library systems in BOCES regions and in big city districts. The funding for Southern Westchester BOCES is $65,000.00 per year, based on a student service population of, approximately, a 75,000 potential.

Structure: The School Library Council, with the approval of the BOCES Board, will determine policy. The Council will have 16 to 20 members representing public school libraries, nonpublic school libraries, the Westchester Library System, METRO, and academic libraries. The representatives will include administrators and teachers as well as librarians. (For the current roster of the Council, see attached list.) Additionally, each school district and each nonpublic school (or group thereof) will appoint a liaison to the Council for the purpose of communicating information between the schools and the Council. (See attached list.)

Staffing: The legislation requires that there be a full-time school librarian as System Coordinator and one full-time clerical support person.

Functions: The law recognizes several important functions of the new systems:

a) creating and developing a union catalog of materials listing the resources of each participating school library
b) developing a plan which will aid each participating school library in coordinated collection development
c) adopting and implementing an interlibrary loan policy and program among school libraries
d) assuring a method of effective delivery of library materials within the system
e) promoting staff development programs and continuing education for staff of participating schools
f) encouraging awareness of the resources and services available in participating school libraries
g) cooperating with other library systems in resource sharing and other activities

Goals: To build a structure and mechanism for resource-sharing among the school libraries of Southern Westchester by developing an automated union catalog and implementing interlibrary loan.

To provide Southern Westchester school libraries the opportunity to access the holdings of school, public and academic libraries of the entire Metropolitan Area and beyond.

To establish and implement a plan to develop school library collections by coordinating the needs of each district, thereby reinforcing the strengths of each collection and supplementing each collection through resource-sharing.

To offer staff development and continuing education programs for school media specialists.

To cooperate with other library systems in providing information and promoting mutually beneficial activities.

Benefits: Students at all levels will profit from increased access to resources for study and research.

Teachers will gain from the augmented depth and variety of materials which they can employ with precision in instructional programs, whether special or regular.

Librarians will benefit from the multiplicity of information-support services (which, in turn, strenghten instructional programs) and from the networking capabilities providing staff development programs and intersystem cooperation.

Administrators will derive the advantages of 1) personal access to the wide array of professional resources for the study of educational issues, 2) the increased flexibility and richness of materials support for the schools' instructional programs at any learning level and for any kind of student population, 3) the cost-effectiveness of accessing these many resources and of the coordinated development of collections, System-wide.

Membership: To become a member of a School Library System, a school district or nonpublic school must agree to:

a) employ a certified school librarian*
b) permit interlibrary loan of materials
c) provide access to shelflist for entering into the automated database
d) maintain minimum library collection as specified in the regulations (see handout)
e) show maintenance of effort: each year library materials expenditures must increase or be maintained as the same level as the previous year* (see handout)
f) file annual plans and reports

* waivers may be obtained from the state if circumstances warrant (see handout on membership legislation as above)

DB
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SCHOOL LIBRARY SYSTEM COORDINATOR

Job Description

The School Library System Coordinator will oversee the development of an automated union catalog for approximately 30 school districts and 50 private schools. Working closely with the School Library System Council, school liaisons, other library agencies and the State Education Department, the Coordinator will establish interlibrary loan and collection development systems as well as coordinate system-wide development and other cooperative activities.

Duties and Responsibilities

The school library system coordinator will be responsible for the following aspects of the school library system, including, but not limited to:

1.	creation of a union catalog in appropriate format	60%
2.	establishment of interlibrary loan procedures, including delivery and policy	5%
3.	development of a cooperative collection development plan	5%
4.	planning of professional staff development and other continuing education activities	5%
5.	communications with the district liaisons, with the school library system council, and with other school or community personnel or agencies	5%
6.	development of a specialized collection of selection and verification tools for use by system members	2%
7.	planning periodic meetings of the school library system council and district liaison personnel	5%
8.	serving as advisor to member libraries and districts on program development and improvement and assisting with development and updating of members' plans	2%
9.	serving as liaison to appropriate State Education Department offices concerning system and member needs and other matters	1%
10.	development of cooperative activities with other school library systems, public library systems, and the reference and research library resource system	2%
11.	conducting periodic visits to members and participants	5%
12.	planning and conducting procedures for data gathering and reporting	2%
13.	preparing annually a budget on forms prescribed by the commissioner to be submitted to the school library system council and governing board	1%
		100%

SOUTHERN WESTCHESTER BOCES SCHOOL LIBRARY SYSTEM

CURRENT CATALOGING PROCEDURES

DECEMBER 17, 1985

FORMAT:

1) Brodart forms 24-288-005 or 24-288-006
   or
2) Computer printout

INFORMATION TO BE INCLUDED:

1) LC Number
2) Author's Full Name
3) Title
4) Publisher
5) Place
6) Pub. Date
7) Edition (if given)
8) ISBN Number (special instructions section)
9) Library Code and Name
10) List Price
11) Either Number of Pages if one volume (card sets ordered section), or
    Number of Volumes if more than one (3C section)

Please submit forms in alphabetical order by title.

CURRENT CATALOGING PROCEDURES

SOURCE RECORDS

In selecting a source record to be used for cataloging, UTLAS suggested the following order:

1) Library of Congress
2) Other Source Records, such as:
    A) Canadian MARC
    B) UK MARC
    C) COMARC
3) Westchester Library System
4) U.S. Public Libraries
5) Canadian School Libraries
6) All Others

If the database has been searched and no record retrieved for a title submitted, the following will occur:

1) The subscribing library will be notified.
2) At the discretion of the Coordinator the title will be held for two weeks for another database search
   or
   The subscribing library will be asked to forward the book to the System Office for original cataloging.
3) If a second search produces negative results, the subscribing library will be asked to forward the book for original cataloging.

CURRENT CATALOGING PROCEDURES

TURNAROUND TIME PROCEDURES

The following work schedule was developed by UTLAS for schools subscribing to Current Cataloging.

1) SWB will be on-line with UTLAS on Tuesday and Thursday for current cataloging. Forms must be in the School Library System Office by Wednesday at 4:00 PM, for inclusion in a particular week's run.

2) UTLAS will produce the corresponding tape on Saturday and catalog cards will be generated the following week.

3) UTLAS will ship the catalog cards, by Priority Post, to the School Library System Office.

4) Weekly, labels will be produced at the System Office and attached to the catalog cards when they arrive.

5) UTLAS estimates it will take two weeks from the time the catalog cards are generated until they are received in the System Office.

6) If a subscriber to the BOCES Film Library, delivery will coincide with this service; otherwise, delivery will be through the U.S. mail.

CURRENT CATALOGING PROCEDURES

BILLING PROCEDURES
1985-1986 SCHOOL YEAR

DEPOSIT ACCOUNT:

1) In January, each participating school will deposit $1.00 per title to be catalogued based on an estimate of the number of titles to be catalogued through June, 1986.

2) Based on these estimates, each school will forward a check to Arlington, Virginia, made payable to UTLAS.

3) All funds will be deposited in one SWB deposit account, in U.S. funds, at UTLAS.

STATEMENTS OF ACTIVITIES:

1) Each month SWB will receive an invoice from UTLAS detailing the activity and charges to the SWB account.

2) The Southern Westchester BOCES School Library System Office will keep monthly records of the individual school activity.

3) In May, SWB will provide to UTLAS statistics on the number of titles catalogued for each participating library. From this, UTLAS will issue a statement to the libraries for local use. If necessary, additional billing will be done at this time.

These arrangements are in effect for the 1985-86 school year and will be subject to review for 1986-87.

List of Local Practices

Style Sheet

Category		Local Call Number
Biographies	Line 1)	B
	Line 2)	First 3 letters of subject's last name
Collective Biographies	Line 1)	920
	Line 2)	First 3 letters of author's last name
Language Collection	Line 1)	Dewey Number
	Line 2)	First 3 letters of author's last name
	Line 3)	Language
ESL (English As A Second Language)	Line 1)	Dewey Number
	Line 2)	First 3 letters of author's last name
	Line 3)	ESL
Short Stories (Story Collections)	Line 1)	SC
	Line 2)	First 3 letters of author's or editor's last name
Fiction (including easy and picture books)	Line 1)	First 3 letters of author's last name
Description & Travel	Line 1)	Dewey Number (910's to 919's)
	Line 2)	First 3 letters of author's last name
History	Line 1)	Dewey Numer (930's TO 990's)
	Line 2)	First 3 letters of author's last name
Literary Criticism	Line 1)	Dewey Number plus .09
	Line 2)	First 3 letters of author's last name

Category	Local Call Numbers
Shakespeare	Line 1) Dewey Number (822.33) Line 2) SHA
Professional Collection	Line 1) Dewey Number Line 2) First 3 letters of author's last name Line 3) PROF
Reference Collection	Line 1) Dewey Number Line 2) First 3 letters of author's last name Line 3) REF

ADDITIONAL LOCAL PRACTICES

1. The class number chosen by LC is acceptable except in the local practices listed above.
2. The LC subject sub-heading "Juvenile Literature" is to be deleted.
3. The LC subject sub-heading "Essays, Addresses, etc." is to to be deleted.
4. Contents notes for titles such as collective biography, short stories, play collections, and essay collections are to be included.
5. The 440 field will be used for Series entries.
6. LC subject headings are acceptable.
7. There are two standards for numeration after the decimal:
    1) Maximum of three numbers for elementary schools
    2) Maximum of five numbers for secondary schools

INTERLIBRARY LOAN POLICY

SOUTHERN WESTCHESTER BOCES SCHOOL LIBRARY SYSTEM

I. Definition

An interlibrary loan is a transaction in which library material or resources are made available by one library to another.

II. Purpose

The purpose of interlibrary loan, as defined herein, is to provide access to library resources not available in the user's library.

III. Scope

A. All decisions regarding the loan of resources are left to the discretion of the library media specialist in the lending library. Each library is encouraged, however, to interpret as generously as possible its own lending policy with due consideration to the interests of its primary clientele.

B. Print material, nonprint resources, or a copy of a print resource, may be requested from another library through the school library system.

C. The loan period will be four weeks from day of transit to day of return unless an alternate period is specified by the lending library.

D. The following types of resources will not be loaned on a usual basis: however, these items may be available by special arrangement:

1. Rare, unique or valuable material which would be difficult or impossible to replace.
2. Bulky or fragile items which would create shipping problems.
3. Resources in demand at the lending library.
4. Reference books and other resources which are normally restricted by local policy.
5. Multiple copies of the same title.
6. Bound periodicals.

E. The lending library may choose to limit the number of items loaned pertaining to a single subject.

IV. Copyright Compliance

The current copyright law shall be adhered to at all times. See appendix A.

V. Method of Request

A. Requests will be accepted as follows:

1. Written requests will be submitted on an ALA interlibrary loan form and completed by the borrowing library. The form must be typed or legibly printed.

2. Telephone requests should be limited to cases of extreme urgency. They will be recorded on the interlibrary loan form by the lending library.

B. Verification

1. Bibliographic information must be as complete and accurate as possible when submitted to the School Library System. To verify this information the requesting librarian should consult authoritative bibliographic tools and note the source of the verification used on the interlibrary loan form. Suggested tools include: Books in Print, Children's Catalog, Junior High School Catalog, Senior High School Catalog, Education Index, Reader's Guide to Periodical Literature, or similar sources.

2. If an item cannot be verified, the statement "cannot verify" should be included along with information about the original source of the citation. It is important to list which sources have been checked so that no duplication of effort is made.

C. All interlibrary loan requests must be submitted by the school library media specialist or designated library staff, and should be sent directly to the library media specialist at the lending library.

D. Insofar as possible, referrals of interlibrary loan requests will be made in a close geographic range to the site of the original request. This will expedite the delivery of materials to requesting libraries.

Referrals will be made in the following order:

1. District/ School Library System
2. Westchester Library System
3. METRO Region
4. New York State Library

VI. Responsibilities of the Borrowing Library

A. Each library should provide the resources to meet the ordinary needs and interests of its primary clientele.

B. Verify that material is not available from the local collection or within reason from within the local district.

C. As a general rule, borrowed materials may be circulated as follows, unless otherwise specified by loaning library:

   1. Print resources may circulate outside of the borrowing school building.

   2. Non-print resources may not circulate outside of the building to which they were sent.

D. The borrowing library is responsible for the prompt return of borrowed materials in suitable packaging, via the established delivery system. It is the responsibility of the borrowing library until it is received at the lending library.

E. Damage and/or loss of materials must be reported to the lending library immediately.

F. The borrowing library/school district assumes the responsibility of replacing a lost or damaged item, as agreed by the involved party.

G. Keeping statistical records of all ILL requests and transactions. Copies of these records must be submitted to the SLS coordinator on a schedule to be determined. Record keeping must be done using approved procedures and forms.

VII. Responsibilities of the Lending Library

A. The lending library should respond to requests as promptly as possible.

B. The lending library determines if a resource is eligible for interlibrary loan. If it is not, the reason should be stated on the request form. If a requested item is not available, the request form should be immediately forwarded to the next library owning the item, or returned.

C. The lending library will determine if there are any extenuating circumstances regarding the loan of a resource. These conditions should be made clear to the borrowing library, preferably in writing, at the time of the loan. The interlibrary loan form must indicate the date due, restrictions on use, and the condition of the material prior to loan if other than good or complete.

D. The lending library is responsible for clearly marking its ownership (including school district and location) on each item loaned.

E. The lending library will determine if a loan may be extended or renewed.

F. The lending library will determine the exact nature of replacement item, should material be lost, or specify an equivalent title.

VIII. Responsibilities of the School Library System

A. The System shall establish and maintain an accurate Union Catalog of the holdings of the participating school library media centers.

B. The School Library System will be responsible for and provide transportation of loan items utilizing the existing delivery system.

C. The School Library System will provide required ALA Interlibrary loan forms upon request of school library media specialist.

D. The School Library System will act as intermediary in arranging loans within the School Library System and will act as an interface between the school libraries and the METRO region.

E. The School Library System should be notified and will make a serious effort to avoid overburdening of requests on a few libraries.

F. Any requests not able to be accomodated within the Southern Westchester BOCES School Library System will be referred to the appropriate networking system or systems by the Southern Westchester BOCES School Library System. (See section V, part D)

IX. Method of Loan

The lending library may select the most satisfactory method:

A. Send the resource, properly packaged and labeled, via the existing delivery system.

B. Photocopy from a print resource.

C. The School Library System will provide back-up photocopying support as needed.

X. Photocopying

A. The copyright law shall be adhered to at all times.

B. It is the responsibility of all participating libraries to be familiar with and comply with the existing law.

C. Borrowing libraries are responsible for their own record keeping in connection with copyright compliance.

D. Lending libraries will generally absorb the reasonable costs of photocopying short articles.

XI. Duration of Loan

A. Duration of loan is four weeks from day of transit to day of return unless otherwise stated by the lending library.

B. All resources on loan are subject to immediate recall by the lending library. The borrower should comply promptly.

C. All interlibrary loan material must be returned promptly.

COPYRIGHT GUIDELINES FOR INTERLIBRARY LOAN

The following is intended to highlight those sections of the 1978 copyright law which may affect interlibrary loan arrangements. More detailed and various interpretations are available throughout library literature. For more complete information, several copyright publications are available for loan from the System and the Instructional Services Center.

Section 107

Limitations on exclusive rights: fair use

> "Fair Use" allows copyright without permission from, or payment to, the copyright owner where the use is reasonable and not harmful to the rights of the copyright owner."
>
> Register of Copyrights, 1975.

The "fair use" section applies to items copied for teaching, both single and multiple copies for classroom use, research, criticism, comment, news reporting and scholarship and is dependent upon four criteria:

a. the purpose and character of use (i.e. commercial vs. non-profit, educational)

b. the nature of the copyrighted work

c. the amount or proportion of work copied in relation to the work as a whole

d. the effect of the use on a work's value or potential market

Section 108

Limitation on exclusive rights: reproduction by libraries and archives

Library copying that may exceed fair use is authorized in Section 108. A library may make copies as authorized in sections b - h if they meet three criteria:

1. reproduction or distribution is not done for commercial advantage
2. library collections are open to the public or available to outside researchers
3. copies must include notice of copyright

Guidelines for Interlibrary Arrangements

Systematic photocopying of copyrighted materials is prohibited; however, Section 108 (g) (2) permits interlibrary arrangements that do not have, as a result or effect, copying done in such aggregate quantity as to substitute subscription or purchase. Aggregate quantity is defined to prohibit excessive copying from a single periodical or material title as follows:

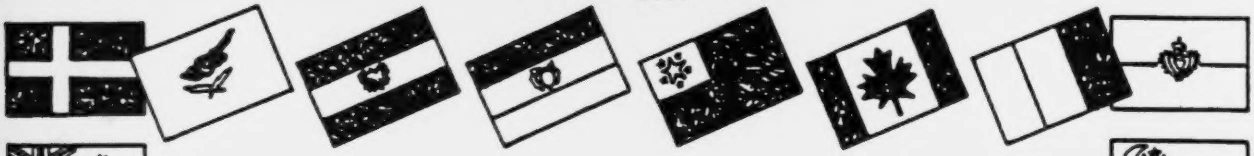
a. No more than six copies or six articles, published within 5 years of date of request, from the same periodical title may be copied within any calendar year.

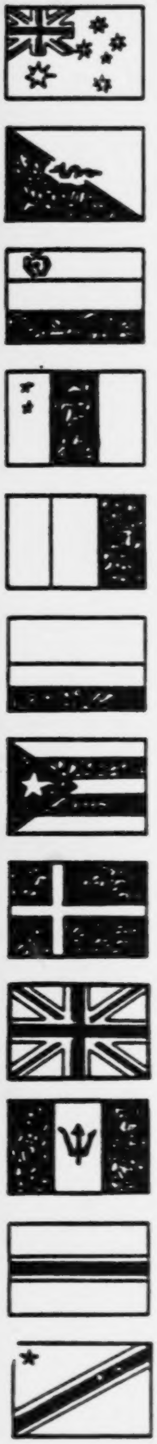
b. No more than six filled requests per requesting entity (i.e. the same requesting library) from a single work (such as poetry, fiction) for the entire period the work is protected by copyright.

c. Copies may be made beyond above limitations if the requesting entity (library) has within its collection or on order a copy or subscription for the material of which a copy is being requested.

d. Requests for copying must be accompanied by representation that request conforms with copyright guidelines (see lower left corner of the A.L.A. Interlibrary Loan Request Form).

e. The requesting (borrowing) library shall keep records of all filled requests for copies to which these guidelines apply.





International Association
of
School Librarianship

1986 Conference

Presentation By:

Dr. Edward W. Barth

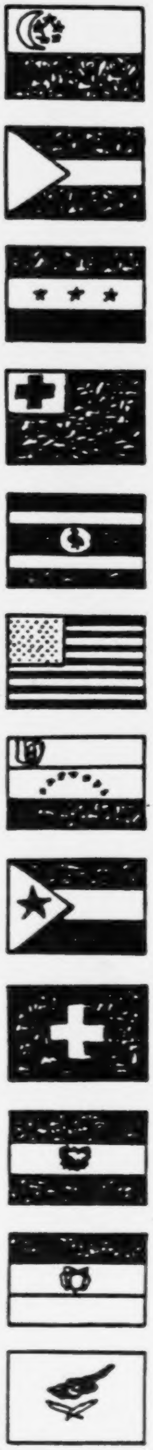
Coordinating Supervisor of Library and Media Services
Prince George's County Public Schools, Maryland USA

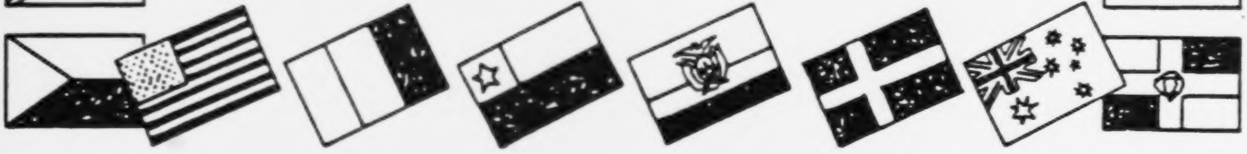
Mrs. Alice Nelsen

Retired School Library Media Specialist
Prince George's County Public Schools, Maryland, USA

"Outreach To The Classroom: Team Teaching–Library Skills"

Halifax, Nova Scotia, Canada
July, 1986





In preparation for this workshop, Ed Barth put together an attractive and very informative kit which contained the following items published by the Office of Library and Media Services, Prince George's County Public Schools, Maryland:

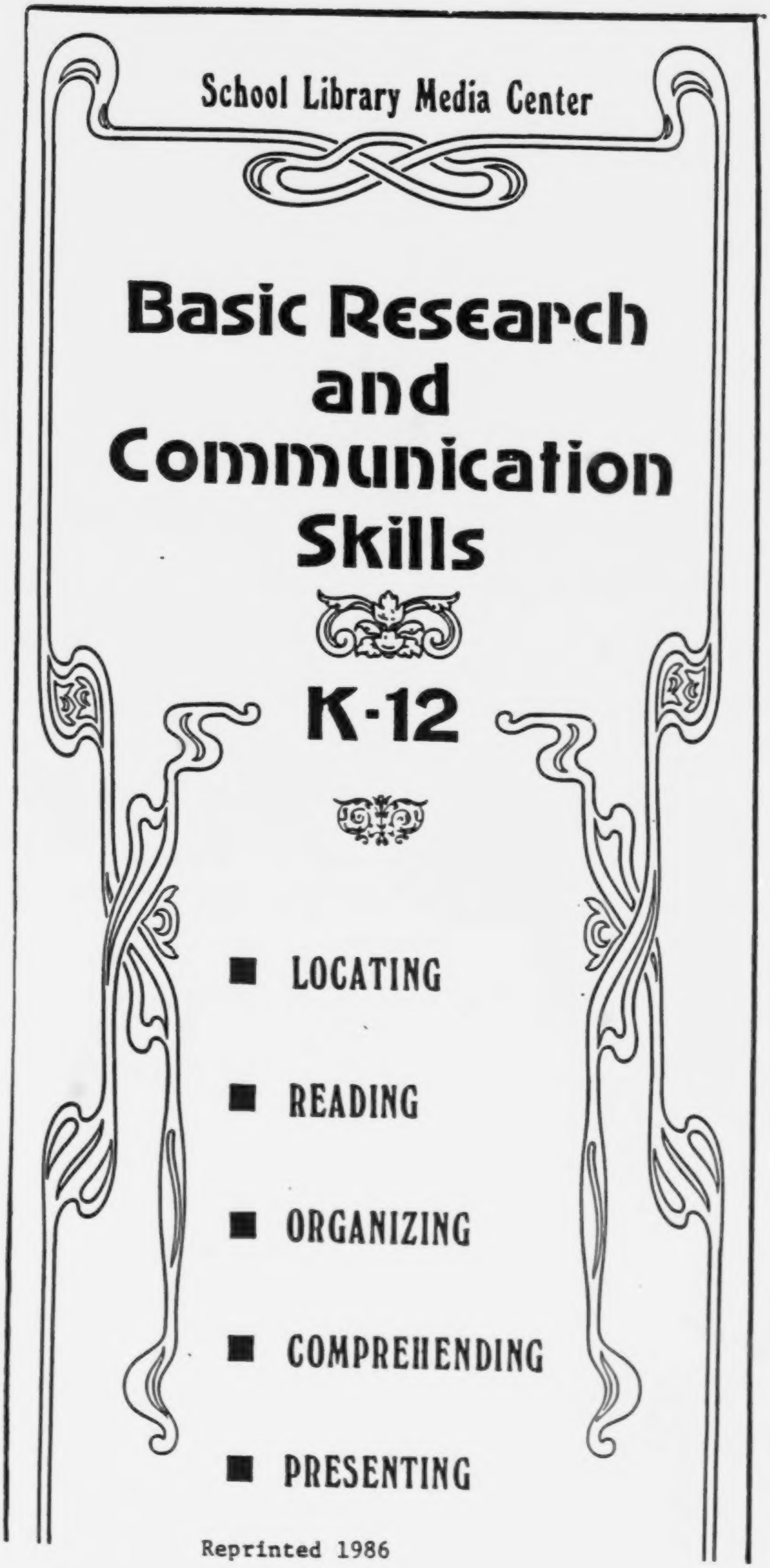
1. BASIS RESEARCH AND COMMUNICATION SKILLS: K-12. A concise and compact chart aimed toward the teacher.
2. INTEGRATING THE LIBRARY SKILLS PROGRAM INTO THE SOCIAL STUDIES CURRICULUM, 7-12.
3. INTEGRATING THE LIBRARY SKILLS PROGRAM INTO THE LANGUAGE ARTS CURRICULUM, 7-12.
4. STUDENTS AS AUTHORS - WRITING BOOKS; A TEACHER'S MANUAL.

Not only were copies provided for the delegates who attended this workshop, but also for every delegate at the conference itself. Many thanks to Ed Barth, to Dr. John A. Murphy, Superintendent, and to the Prince George's County Public Schools System for their generosity.

When an offer was made by the Conference Chair to reimburse Prince George's County Public Schools for part of the cost of postage used to ship these materials to Halifax, Dr. Barth suggested it be donated to the IASL funds in the name of the school system. This has been done and will be reported at the 1987 conference.

As the documents included in this workshop kit are too extensive to publish in their entirety, sample sections have been copied and are found following this explanatory page.

Some of this material has also appeared, with permission by Ed Barth and Alice Nelsen, in the journal of the British Columbia Teacher-Librarians' Association entitled THE BOOKMARK, December 1986, Vol.28, No. 2, pp. 33-44.



School Library Media Center

Basic Research and Communication Skills

K-12

- LOCATING
- READING
- ORGANIZING
- COMPREHENDING
- PRESENTING

Reprinted 1986

→

TO THE TEACHER

TO THE TEACHER

The program and resources of the school library media center administered by professional library media specialists have an important role in fostering student abilities to meet the functional reading, basic skill, and other curricular goals set by the Prince George's County School System and the Maryland State Department of Education. These goals include such areas as the student's abilities to use and comprehend a variety of reading materials, to meet the reading needs for functioning in society, to select reading as a personal activity, and as a means to attain personal development, to locate a wide variety of reference sources, and to follow directions. Many of these goals may be more easily and adequately achieved through the cooperative planning for student activities by the teacher and library media specialist. The professional knowledge and expertise of the library media specialist in teaching the skills of locating, retrieving and selecting information as well as in the encouragement of reading should contribute an integral segment to the schools' instructional program.

The listing of skill categories is provided to you so that you may be more aware of the areas of teaching and provision of resources which are a part of the library media program. The decision on which skills should be taught and the setting of objectives should be done in each school to meet the curricular and personal needs of that particular student population.

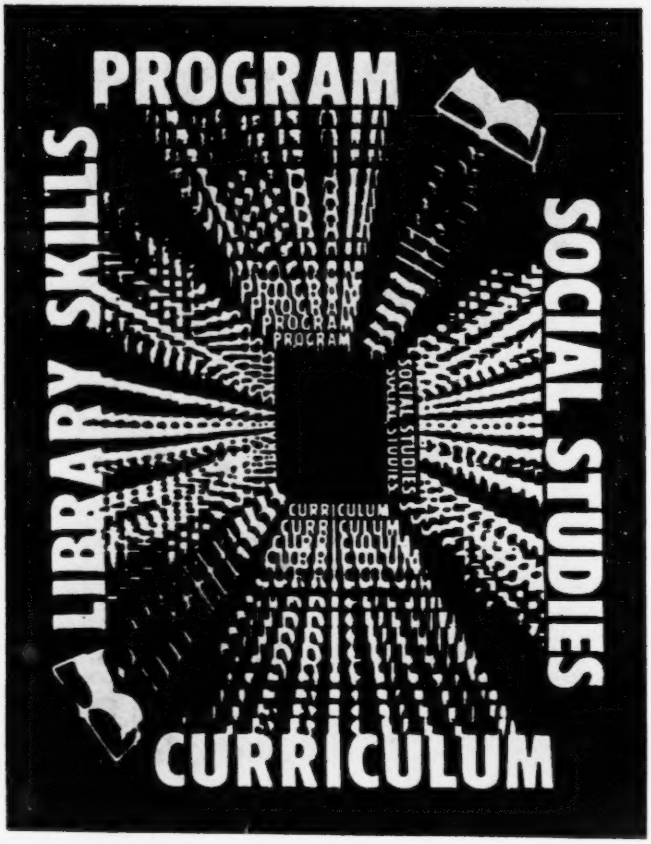
Not intended to be an all inclusive listing, this chart indicates broad areas where the library media specialist using specialized knowledge and a collection of multi-media may teach skills and also provide activities which reinforce and extend skills initiated in the classroom. The most effective student learning occurs when the introduction, practice, reinforcement and follow-up activities are jointly planned by the teacher and the library media specialist.

Only types of sources are indicated. Your familiarity with the titles and the scope of the resources in your school's library media center which support your subject area and/or grade level will be reflected in assignments to students.

For a more detailed listing of skills for each level consult the MEDIA CENTER SKILLS MANUAL. There should be copies in each school. It may be ordered from the warehouse, PGIN 7690-1522.

Additional sources are: LIBRARY MEDIA CENTER SKILL PROGRAM, GRADES K-12 (PGIN 7690-1550); DEVELOPING COMPETENCIES THROUGH THE LIBRARY MEDIA PROGRAM, GRADES K-12 (PGIN 7690-1551); and MEET PROJECT BASIC IN YOUR LIBRARY MEDIA CENTER: SAMPLE PLANNING ACTIVITIES, GRADES 7-12 (PGIN 7690-1549)

Integrating the Library Skills Program into the Social Studies Curriculum, 7-12


PROGRAM
LIBRARY SKILLS
SOCIAL STUDIES
CURRICULUM

Office of Library and Media Services
Prince George's County Public Schools, Maryland
Dr. John A. Murphy, Superintendent

7690-1707
1984

INTRODUCTION

This document is designed to demonstrate the integration of a variety of library media skills and resources into the social studies program, thereby enhancing classroom instruction and providing a greater selection of educational materials. Cooperative planning between the library media specialist and the social studies teacher is essential for optimum success. Suggested guidelines are included to facilitate this joint effort.

For each grade level, 7 - 12, two units were selected from the social studies curriculum guides. Each unit includes a list of suggested activities which provide opportunities for career exploration, media production and research. Two detailed lesson plans for each unit demonstrate how library media skills can be incorporated into a social studies lesson. These activities may be adapted to various ability levels and other grade levels. Specific resources mentioned may not be available in all library media centers; however, substitutions or adaptations may be easily made.

The committee would like to thank the staff of Palmer Park Services Center; Ms. Ann McMurtrey, Southern Area Library Media Specialist; Ms. Dorothy Eaton, Vice-principal, Laurel High School; Mr. James E. Kern, Supervisor of Social Studies, Southern Area; and Dr. Dana Kurfman, Supervisor of Social Studies, Northern Area, for the help they gave us in creating this publication.

Edward W. Barth

Edward W. Barth, Ed.D.
Coordinating Supervisor

TABLE OF CONTENTS

I. Guidelines for Social Studies Teacher/Library Media Specialist Consultation.....1

II. Directed Teaching Activity (D.T.A).....3

III. The Components of a Daily Lesson.....4

IV. Units of Study

A. Level Seven - Social Studies/Study Skills

1. Far East.....5
2. Soviet Union.....15

B. Level Eight - U.S. History to 1900

1. Colonial Period.....19
2. Civil War.....37

C. Level Nine - World Geography/Civics

1. Industrial Development.....45
2. Executive Branch.....53

D. Level Ten - World History

1. Islam.....58
2. World War I.....66

E. Level Eleven - U.S. History

1. Makers of America.....73
2. The Twenties.....80

F. Level Twelve - Contemporary Issues

1. Nuclear Arms Race.....88
2. World Hunger.....94

V. Appendix

A. Cooperative Planning Guide.....105

B. Book Binding Instructions.....107

C. Card Catalog Activity.....109

D. Telephone Etiquette.....111

E. Student Use of the Videocassette Recorder.....113

F. Guidelines for Producing a Slide/Tape or Filmstrip Presentation and Services of Mr. James M. Sherwood, Photographer.................115

G. Story Board...119

H. Dewey and Library of Congress Organization Schemes.................121

I. General Bibliography...123

Statement: The term "he" denotes students in general and is used to simplify sentence structure.

GUIDELINES FOR SOCIAL STUDIES TEACHER/LIBRARY MEDIA SPECIALIST CONSULTATION

1. A convenient time for both professionals to meet should be arranged. (Meeting times do not have to be long!)
2. Social studies teacher or library media specialist describes topic idea being considered (include time frame, level, and number of students.)
3. Both teachers brainstorm ideas for student activities.
4. The initial activity strategy is decided. The activity may be classroom or media center oriented.
5. At the end of the first meeting, a time for follow-up is scheduled.
6. Library media specialist meets with the social studies teacher (or sends note) at the pre-arranged follow-up time, detailing the results of his/her search (include availability of resources in the library media center and the community, special collections, or other materials gathered, etc.)
7. The social studies teacher and the library media specialist refine the activity, set targets, and divide responsibilities (who does what, who teaches what skill, location of teaching, grouping of students, etc.)
8. Library media specialist and the social studies teacher may schedule appropriate time(s) in the library media center and note in plan books when (if) the library media specialist should come to the classroom.
9. The social studies teacher and the library media specialist should meet on a regular basis to discuss problems, results, etc. and amend plans. These meetings do not have to be long; notes will suffice in some instances.
10. The public library will be notified of topic(s) being researched by students.

DIRECTED TEACHING ACTIVITY (D. T. A.)

BACKGROUND INFORMATION

Definition: The Directed Teaching Activity is a sequential process by which an effective social studies teacher or library media specialist helps students learn content and skills.

Rationale: The DTA helps a teacher achieve each of the objectives contained in a unit of study. It provides:

a structure for activities
an aid to planning
substantive teacher/student and student/student interaction (highly correlated with learning)
a basis for accountability
an efficient means for achieving maximum "time on task"
active student involvement (e.g. producing, contributing, creating)

Procedures: The DTA may be used with the total group or with a small sub-group. It may be completed in one period or extended over several periods. The DTA involves seven basic phases through which content and skills are presented in sequence.

a statement of objectives
introductory activities
developmental activities
practice activities
  -guided
  -independent
  -assessment activities
  -what has been learned
  -what is to be learned
corrective activities
extension activities

Relevance: The DTA is the major vehicle through which the curriculum is delivered. It is supplemented and complemented by additional instructional strategies.

Adapted from
High School Instructional Team
1982-83 (Prince George's County Public Schools)

THE COMPONENTS OF A DAILY LESSON

Statement of objective: When the library media specialist and classroom teacher plan cooperatively they should determine the main objective of the lesson. It is recommended that the stated objective be visible to the students. It is important that the students know what they are expected to learn.

Introductory Activity (Warm-up): Decide which professional is going to prepare the students for the library media center visit. This activity can be held in the classroom or the library media center. The "warm-up" can be simple or complex, depending upon the students and material to be presented. This introduction should supply the answer to "why" the students should perform the activity.

Developmental Activities: At this time explain or demonstrate what the students should be able to do as a result of this lesson. Usually the library media specialist will direct this portion of the lesson. This activity can be held in the classroom or library media center, depending on the nature of the lesson.

Practice Activity: This is a sequence of activities the students perform, which reinforce the skills introduced. These activities will generally be held in the library media center and it is most facilitative if the library media specialist and the social studies teacher "team" together and work with individual students who are having problems at this point.

Independent Activity: This portion of the lesson should mirror the "Practice Activity," without the immediate intervention of the library media specialist or social studies teacher, unless there is a strong need for it.

Assessment Activity: The evaluation of the completed activities' success is determined by how well the objective was met.

Closure: It is important to conclude all library media center visits in some positive way.

The student may:

1. prepare a slide/tape presentation using the visual maker on one of the religions of the area. Include sacred cities, symbols, statues, buildings, etc.

2. present a puppet show depicting a folktale, or make an audio tape of a folktale including sound effects.

3. write a diary of one week's adventures within a specified area, such as a Communist Chinese commune, a Tibetan village, a Thai klong, etc.

*4. construct a graph showing economic growth within a country, such as Japan's industrialization, rice production within China, or a gross national product comparison among countries.

5. write a letter to the editor of a local newspaper expressing the student's reaction to a current event.

6. create a poster demonstrating the traditional dress of a selected culture.

*7. complete a worksheet on a holiday and a three-dimensional project associated with the holiday.

8. chart the forms of government, such as the name of the legislative body, title of chief executive, name(s) of political party(ies), how leaders are chosen, etc.

9. give a live or videotaped demonstration of one of the martial arts, along with a brief explanation.

10. construct a time line tracing the events within two countries since 1900. Display along one team wall or in the media center.

11. make a booklet of musical instruments associated with the various countries. An illustration should be accompanied by a brief description.

12. choose a craft or traditional art form of a country. Create a sample and give an oral presentation or slide/tape presentation of examples.

13. write a biographical sketch of a prominent figure using Current Biography Yearbook.

*A detailed lesson plan is included.

TEACHER________________
SUBJECT________________
DATE/TIME_______________
# OF STUDENTS____________

STATEMENT OF OBJECTIVE (should be visible)

The student will construct a graph expressing economic information about a Far Eastern country.

INTRODUCTORY ACTIVITY (warm-up)
location: classroom
director: social studies teacher

The teacher will discuss bar and line graphs and explain the parts and advantages of each type of graph.

DEVELOPMENTAL ACTIVITIES
location: library media center
director: library media specialist

The library media specialist will show "How to Use an Almanac" filmstrip and discuss the organization and use of almanacs and other statistical sources such as Statesman's Yearbook.

PRACTICE ACTIVITY
location: library media center
director: library media specialist

Students will complete a worksheet on using an almanac.

INDEPENDENT ACTIVITY
location: library media center
director: library media specialist

Students will locate statistics on assigned topics such as the rice production, petroleum consumption, or gross national product of a Far Eastern country.

ASSESSMENT ACTIVITY
location: classroom
director: social studies teacher

Students will construct a graph using their data and present it to the class via a poster or transparency.

MATERIALS/EQUIPMENT NEEDED:

Almanac worksheet
Poster board or transparency
Almanacs and statistical reference materials such as Statesman's Yearbook.
How to Use an Almanac (filmstrip) Cleveland, Ohio: The World Almanac, 1976.

Worksheet on Almanacs

Directions: Answer the questions below on your own paper.

1. Where is the general index of this almanac?

2. On what page can you find information about the world demand for petroleum?

3. What is the source of information for this chart?

4. What is the unit indicator? (How are the statistics expressed in thousands, millions?)

5. How many years are included on this chart?

6. In 1985, how many barrels of oil per day will Japan demand?

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... Only a Phone Call Away ...

For up-to-date minute information you may want to make a phone call. No one wants to talk to a "kid"; however, most people welcome information requests from a "young person".

Hints for good phone etiquette:

1. Think about what you want to ask. Do some background studying. Write down all questions you want to ask.

2. When you call the place, introduce yourself to the person who answers and say why you are calling. Example:

Them: "Hello, Environmental Protection Agency."

You: "Hello. My name is Suzie Smith. I am a student at Laurel High School. As a social studies project, I am doing a project on your agency and would like to ask a few questions. Could I speak with someone there who can help me?"

Them: "Certainly!"

3. Be polite!! Say thank you even if you do not get the information you need.

4. Do not expect the agency to write your report for you. They will only answer specific questions! HINT: Some agencies have brochures or pamphlets that contain useful information. They will send them to you if you ask for them.

STUDENT USE OF THE VIDEOCASSETTE RECORDER

1. Don't worry if you don't know how to run the equipment -- it's easy and your library media specialist will help you.

2. You must schedule a time to meet with your library media specialist. (Your teacher must give you a hall pass if you meet during class time.)

3. You must have the following questions answered, in writing. Give this to your library media specialist during your meeting:

Videotape Script

A. People involved (who is (are) "Talent" and who is (are) "Tech"?)

B. Time needed (How long and when?)

C. Draw a picture of: (it is helpful to use a story board!)

Camera and setting
 Be imaginative--
  camera can move, people can move--

For each scene!

D. Write down everything people will say: (you will need to have a copy for each "Talent" person. Do this after your script is approved!)

Suggestions:

Do this before first scene--

- a. introduction
- b. who is this for
- c. "characters"
- d. what you want talent to say (dialogue) to your audience
- e. closing (good after each scene -- very important at end of production!)

4. If your script is approved by your library media specialist (it's always a good idea to show it to your language arts teacher before you show it to your library media specialist) you will be scheduled to use the VCR. If your script is not approved, go back to #2.

PALMER PARK SERVICES CENTER
OFFICE OF LIBRARY AND MEDIA SERVICES

GUIDELINES FOR PRODUCING A SLIDE/TAPE OR FILMSTRIP PRESENTATION AND SERVICES OF MR. JAMES M. SHERWOOD, PHOTOGRAPHER.

I. Things to think about before deciding to do a presentation:

1. What type of presentation do you need?
2. How will it be used? (i.e. In Service, groups outside the school system, parents, etc.) What is your target audience?
3. Would it get enough use to justify your time? (It will probably take more time to do it than you think.)
4. When is the finished product needed? (It usually takes 2-3 months from the time shooting begins.)
5. How long do you want it to run? (Average length is usually about 10 minutes.)
6. Have you gotten approval from your supervisor to do this (if this applies to you.)
7. If necessary can you get written parental permission on all children to be photographed? (This must be done before shooting takes place.)
8. Do you have the equipment necessary to show it when it's finished?
    A. For a Slide/Tape presentation, you will definitely need: at least one carousel projector and at least one tape recorder.
    B. Consider whether your show needs to be portable or will always be shown in one location, when deciding which equipment to use.
    C. Optional equipment: synchronized tape recorder; multiple projectors with dissolve units; multiple screens with programmer and dissolve units; movie projector; screen.
9. Are funds available for this project through your program?
10. Rather than attempting to incorporate pictures you may already have taken, it is easier for the photographer to shoot all pictures needed. This avoids conflicts of style and technique, and makes the program more cohesive.

II. After making the decision to do a presentation:

1. If the services of Mr. Sherwood are needed, request approval in writing from Dr. Edward Barth, Coordinating Supervisor, Library and Media Services: 773-9790, Palmer Park Services Center.
2. If the project is OK'd, Mr. Sherwood will call you. He will coordinate the production of the presentation with you. A date for your first planning meeting will be established.

III. The Planning Meeting:

Mr. Sherwood will meet with you or your team for about 1-2 hours.

1. Bring along this check list and your thoughts on the subject.
2. He will go over this check list and discuss scripting.
3. A shooting schedule and deadline for completion will be set up.
4. The Graphic artist and the Audio Specialist will need to be contacted for a preliminary discussion of your needs. (They're both based at Palmer Park Services Center.)

IV. Major Elements of a Slide Presentation include:

- A. Script
- B. Photographs
- C. Graphics
- D. Narration
- E. Music

A. Script:

1. You are responsible for writing the script. Think about the factors listed in Section I, particularly what you want to say and to whom. The script should be brought to the Planning Meeting, although it can be in rough form. If a team is working on this production, it is helpful to have one person designated as the Team Leader. If your script needs to be approved by your supervisor, have this done as soon as possible.

2. Usually, each script should have a beginning, middle, and end. The beginning: try to think of a catchy beginning, something different or with an unusual viewpoint. It should be something to introduce your program and be an attention getter. This is something Mr. Sherwood may be able to help with if you're stuck. Middle: This section contains the bulk of the information you want to convey. End: This should pull your show together, draw a conclusion, and leave the audience with a positive feeling about your message.

3. Some points to consider when writing the script:
   - a. Think first about who your audience is (i.e. general public, students, professionals).
   - b. It is usually better to focus on the benefits to children rather than to praise the staff or program.
   - c. Think about jargon--whether its appropriate for your audience; at the same time, you don't want to be condescending.
   - d. Is what you want to say interesting?
   - e. Take care that it's arranged in a logical sequence.
   - f. Are you putting emphasis where you want it? (Are the longer parts the more important parts?).
   - g. Avoid including information that will date the program (i.e. the names of specific schools, specific numbers of children served).
   - h. Keep in mind how your script will translate visually. (Generally certain types of pictures are boring and should be used sparingly, such as groups of adults meeting, pictures of forms, etc.).
   - i. Keep in mind that our business is dealing with people, particularly children. Show things people can relate to where possible. Use a humanistic approach. It is usually good to try to promote a "feeling".
   - j. Be concise.

4. To determine the approximate length of your show, read the script out loud and time it. Remember it will be a little longer with music.
   - A. On the average, plan one slide for one short sentence. Sometimes you might use more than one picture per sentence, but seldom should you use one picture for two sentences. The most effective pace is 2-3 seconds per slide.
   - B. The maximum number of pictures for a slide show is usually 160 (two trays).

B. Photographs:

1. You are responsible for setting up the shooting appointments with the schools and confirming it with Mr. Sherwood.
2. Principals and any personnel involved in any school should be notified ahead of time.
3. It is necessary for Mr. Sherwood to be accompanied by you or someone from your program while shooting. This should be someone who can aid in interpreting the script and the program.
4. In most cases it is much better if the people being photographed are not "acting" for the camera. Whenever possible it is preferred to document the natural event.
5. Remember that the people in the pictures should be balanced in regard to sex and race.
6. Try to organize the shooting schedule for economy of time. If five different activities can be shot in one school, don't schedule them in five schools. Not every school in your program necessarily needs to be photographed.
7. Shooting should usually be scheduled in half-day blocks of time.
8. Editing:
   a. Prior to editing the pictures, the script must be completely finished and polished.
   b. You and Mr. Sherwood will edit the pictures together. This is usually time-consuming and may take several sessions.
   c. In seleeting pictures, those that reinforce your verbal message and are technically and esthetically superior will be selected.
   d. Graphics should be completed by this time.

C. Audio:

1. Select your music. Usually it is best to use music without words. You may want music at the beginning and end, as well as places in the middle. It is best to avoid recognizable music that might be distracting.
2. Select the person(s) to do the narration--male/female/combination; do you want to use children at all?
   a. Consider the following factors in choosing a person:
      1. someone with a good, clear speaking voice
      2. someone with a voice that sounds good on tape
      3. someone who can project the appropriate spirit for your message
      4. someone who reads well
3. Meet with audio specialist to record in the sound studio. This may require a couple of hours. Bring your music at the right time.
4. Give the audio specialist a copy of the script with music marked at appropriate places.
5. If taping out in the field:
   a. The audio may be recorded live by the audio specialist.
   b. If you wish to do this yourself, remember to use good equipment and to tape in a room without background noise. Consult the audio specialist.

D. Graphics:

Contact the graphic artist early in the process to discuss your graphics needs. They will all need to be completed before the final edit. The graphic artist can provide titles, credits, illustrations, etc.

V. Completing Your Project:

A. The tape and slides will be synchronized.
B. Decide how many copies of the presentation you need. (It takes about two weeks to get your slides duplicated).
C. If you need massive duplication (i.e. one copy in every school), you should probably put your show into a Filmstrip. This is ideal for individual or small-group use, as well.
   1. Remember, a filmstrip needs to be a much shorter presentation. It must be limited to 60 frames per strip.
   2. Once your presentation is edited, it will take a minimum of a month to get multiple copies of filmstrips made.

The production will be a team effort throughout. It is essential to have a high degree of cooperation, communication, and creativity to develop a presentation that will best convey your message.

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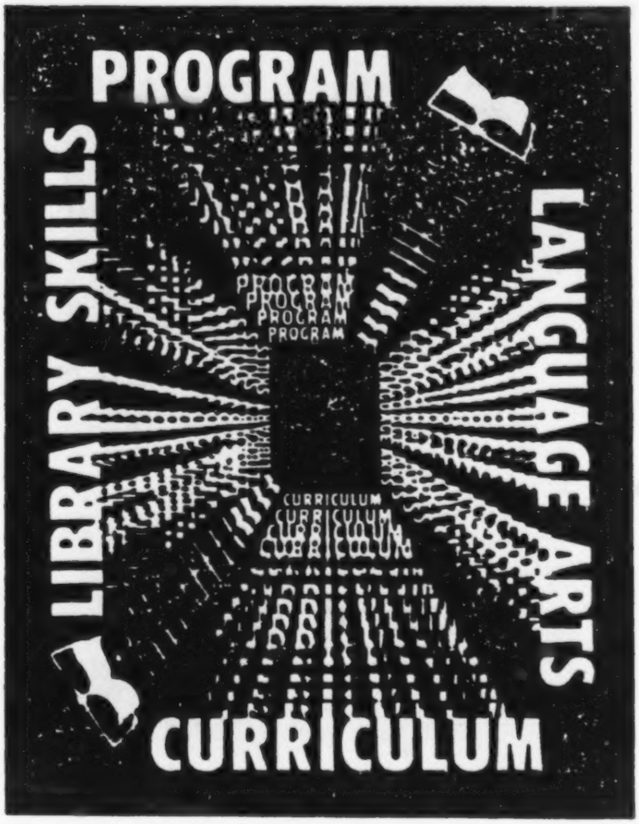
Integrating the
Library Skills Program
into the
Language Arts Curriculum, 7-12


PROGRAM
LIBRARY SKILLS
LANGUAGE ARTS
PROGRAM
PROGRAM
PROGRAM
PROGRAM
CURRICULUM
CURRICULUM
CURRICULUM
CURRICULUM

Office of Library and Media Services
Prince George's County Public Schools, Maryland
Dr. Edward J. Feeney, Superintendent

7690-1703

INTRODUCTION

The purpose of this document is to demonstrate the integration of a variety of library media center skills and resources into the language arts curriculum. The fusion of these two curricular areas benefits the teachers and students by enhancing classroom instruction and providing a greater selection of educational materials. For optimum success, the essential element is cooperative planning between the library media specialist and the language arts teacher. Suggested guidelines are included to facilitate this joint effort.

For each grade level 7-12, two units were selected from the language arts curriculum guides. Each unit includes a list of suggested activities which provides opportunities for career exploration, media production and research. Two detailed lesson plans for each unit demonstrate how library media skills can be incorporated into a language arts lesson. These activities may be adapted to various ability levels and other grade levels. Specific resources mentioned may not be available in all library media centers; however, substitutions or adaptations may be easily made.

The committee would like to thank the staff of Palmer Park Services Center; Ms. Lebertha Gipson, Northern Area Library Media Specialist; Ms. Ann McMurtrey, Southern Area Library Media Specialist; Mr. Donald Kauffman, Supervisor of English Language Arts; Dr. Jack Cole, Supervisor of Reading; Ms. Dorothea Coss, Library Media Specialist, Largo High School, and the Middle School Team for the help they gave us in creating this publication.

Edward W. Barth

Edward W. Barth, Ed.D.
Supervisor of Library and Media Services

TABLE OF CONTENTS

I. Guidelines for Language Arts Teacher/ Library Media Specialist Consultation..............2

II. Directed Teaching Activity (D. T. A.)..............3

III. The Components of a Daily Lesson..............4

IV. Units of Study

A. Level Seven

1. Mythology..............5
2. Biography/Autobiography..............11

B. Level Eight

1. Drama..............17
2. Folklore..............23

C. Level Nine

1. Nonfiction..............27
2. Poetry..............40

D. Level Ten

1. Julius Caesar..............48
2. The Short Story..............55

E. Level Eleven

1. Ethnic Literature..............61
2. Poe (E. Allan)..............65

F. Level Twelve

1. The History of Language..............72
2. The Victorian Age..............82

Information designed for duplication as handouts to students is printed on one side of the page.

V. Appendix:

A. Planning Guide..............92

B. Research Helper..............94

C. Notetaking Guide (3 part format)..............96

D. Book Binding Instructions..............98

E. Student Use of the Videocassette Recorder..............100

F. Story Board..............102

G. Dewey and Library of Congress Organization Schemes..............104

H. General Bibliography of Useful Materials..............106

The student may:

1. find examples of poetry in everyday life, e.g., commercial jingles, greeting cards, etc. Recreate or create a jingle and audiotape it, or videotape a commercial or create a greeting card.

*2. photograph or find a picture and write a poem to correspond with it. The student could color-lift a picture (transparency) and write a poem to correspond with it.

3. audiotape a song to go with a picture.

4. audiotape a poem and add sound effects.

5. select a popular song and correct it grammatically. (Listen to song in the library media center.)

6. list all the adjectives in a song of his/her choice. (Listen to song in library media center.

7. select a person and write a ballad about that person, based on research of biographical information.

8. make a poetry booklet including examples of various types of poetry. With the assistance of the library media specialist, bind the book.

9. write an original song and record it on tape.

10. write a poetic epitaph and drymount it.

11. make a collage to illustrate the mood of a poem, and drymount the collage.

12. conduct research on the historic background of a narrative poem, and write a one-page report.

13. make arrangements for an original poetry reading in the library media center. The student could invite a local poet to read his/her poems along with judging student poetry.

14. write poetry about sections of the library media center, e.g., reference, biography, fiction, nonfiction, etc.

15. conduct research on the life of a poet, and find samples of his/her poetry.

*16. find several poems on the same subject by using a poetry index, and report the findings.

17. find out the name of the Poet Laureate of Maryland, and write to this person, inviting him/her to speak to the class. The student could also find samples of his/her poetry.

18. submit original poetry to Thoughtwaves or other publisher of teenage poetry. The student would need to find out the company's address and publishing criteria.

19. select a government official and write a poem about that person and his or her duties. The student could send the official a copy of the poem.

20. publish a student magazine including poems from the class as well as favorite poems of the class. The student would need to write poets or publishers for permission to publish their work.

21. find out how to copyright original material and report to class.

22. conduct research on the school mascot and write a poem about it.

23. conduct research on the history of the school and write a poem about it.

24. conduct research on Indian chants, and make a recording along with a guide.

25. conduct research on a career associated with poetry, e.g, jingle writer, writer of greeting cards, song writer, etc., and write a one-page report or create posters to illustrate the careers.

26. create a bulletin board on the elements of poetry, and find poems to illustrate each element.

* A detailed lesson plan is included.

TEACHER_______________
SUBJECT_______________
DATE/TIME______________
# OF STUDENTS__________

STATEMENT OF OBJECTIVE (should be visible)

Using Granger's Index to Poetry, the student will locate a specific poem on a specific subject.

INTRODUCTORY ACTIVITY (warm-up) location: library media center director: language arts teacher

Define three words related to the use of a poetry index. Suggested words:

index abridged stanza pseudonym paraphrase
compile adapted prologue anthology

DEVELOPMENTAL ACTIVITIES location: library media center director: library media specialist

The library media specialist introduces Granger's Index to Poetry. The following would be included: the call number, the format, the reasons for use, and the sequential process for locating information.

PRACTICE ACTIVITY location: library media center director: library media specialist

Using overhead transparencies of designated pages of the index, the students can answer written questions about the index.

INDEPENDENT ACTIVITY location: library media center director: library media specialist

The language arts teacher will assign each student 5 specific subjects on which to locate a poem, using Granger's Index to Poetry. These subjects may also be assigned to a small group. The individual or small group will be sent to the library media center to locate the necessary information.

ASSESSMENT ACTIVITY location: library media center or classroom evaluator: library media specialist and language arts teacher

Students turn in the completed assignment to the language arts teacher. Library media specialist's observation of student use of the material will be discussed with the language arts teacher for evaluation of the lesson.

MATERIALS/EQUIPMENT NEEDED:

Granger's Index to Poetry
transparencies and overhead projector
worksheet (the library media specialist and language arts teacher will generate a list of possible subjects.)

GRANGER'S INDEX TO POETRY

I. Using Granger's Index to Poetry, find a poem about each of the following subjects:

For each poem found, give the following information:

a. Subject________________________________

b. Author and Title________________________________

____

c. Book in which you may find this poem________________________________

____

d. Does this library have the above book? (use card catalog!) ____

If so, what is its call number?________________________________

e. Does the local public library have this book? (Use public library microfiche!)________ If so, what is its call number?

____

II. Find a copy of one of the poems above. Copy the first stanza on your paper.

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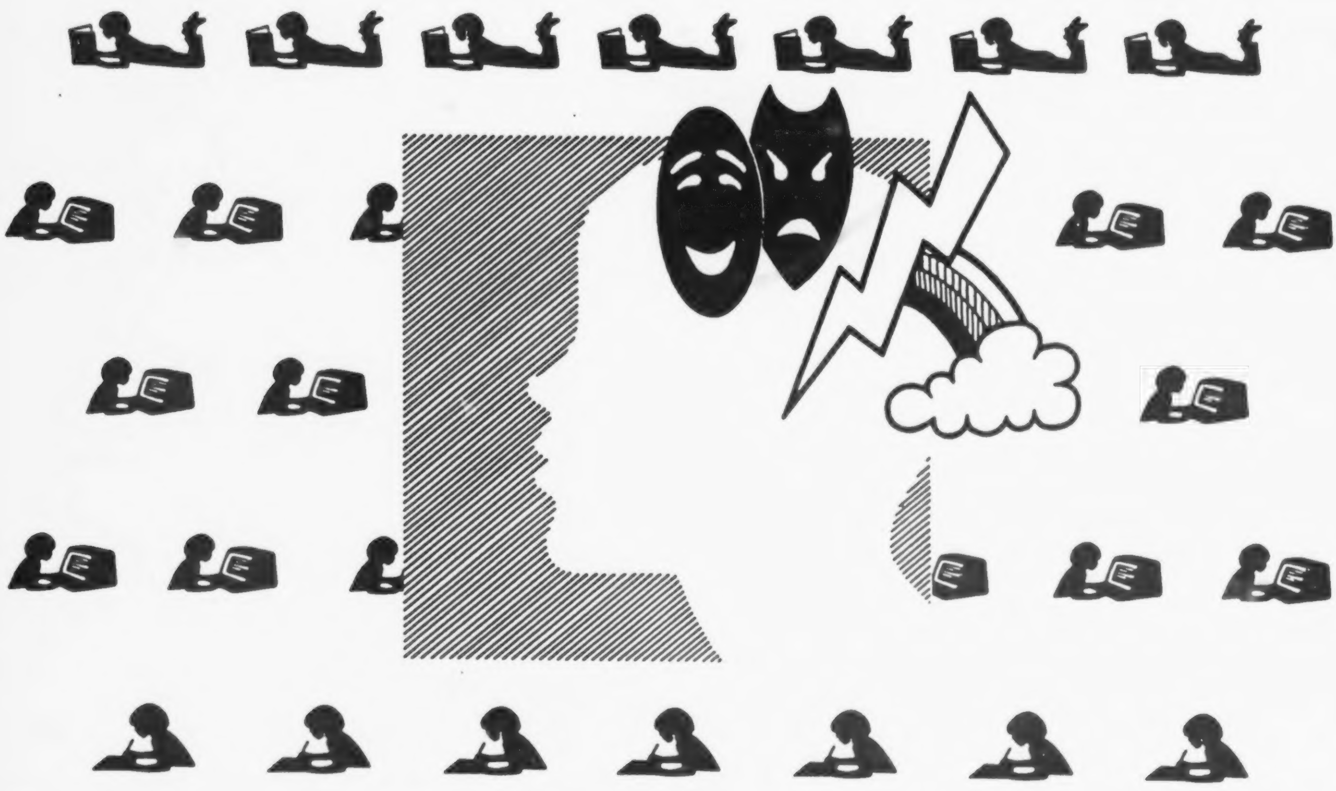
WRITING BOOKS

A Teacher's Manual



Office of Library and Media Services
Prince George's County Public Schools, Maryland Dr. John A. Murphy, Superintendent

7690-1712

PREFACE

Books give a deeper meaning and interest to living. There is nothing in daily work, in the most humdrum occupation, that cannot be made more interesting and more useful through books. They are an inexhaustible source of pleasure.

Giving students the opportunity to write their own books provides the classroom teacher with yet another sound educational method in the development of the individual. I urge all educators to promote the Write-A-Book program so that all students can know and experience the joy, beauty and value of thinking and expressing themselves.

My compliments to all those in the Educational Media Association of Prince George's County and the Office of Library and Media Services who assisted in producing this worthwhile and needed teacher's manual.

John A. Murphy, Ed.D.
Superintendent of Schools

FOREWORD

As children learning to read, we stepped into a wonderful world of books. Through reading, intelligence is enlarged and perceptions are deepened - all through the simple process of reading. It is an exciting experience to develop an idea and transform it into a tangible product, a book. Creating through printed words and illustrations is a most unique adventure, for then, the mind itself is enriched, deepened and modified.

This publication, "Students as Authors - Writing Books," provides classroom teachers with the necessary technical information to encourage their students to create and produce their own books. This teacher's manual covers such factors as: the main elements of a good story, writing skills, editing, illustration, and book binding techniques. The Write-A-Book program, which has been in the county school system for over ten years, has proven to be a very successful approach in bringing students and books together. We encourage all teachers to become involved in this unique way of developing communication skills within their students.

Special appreciation is given to Mrs. Ann Hummer, library media supervisor, who cooordinated this project and to the committee members, Ms. Ellen Dixon, Mrs. Sylvia Marshall and Mrs. Mary Walker.

Edward W. Barth

Edward W. Barth, Ed.D.
Coordinating Supervisor

TABLE OF CONTENTS

Page

I. WHY WRITE A BOOK 1

II. HOW TO DEVELOP STORY WRITING 2

Reading and Evaluating Books 2

Beginning Writing 4

Editing 8

Illustrating 10

Book Binding Techniques 15

III. RULES 18

IV. APPENDIX 19

V. BIBLIOGRAPHY 23

EVALUATION OF THIS CURRICULUM GUIDE 26

MULTICULTURAL EDUCATION AND THE SCHOOL LIBRARY RESOURCE CENTRE

by Glenda J. Redden and Bernard Hart

A Rationale for "balanced" textual material.

1. Ethnicity is a part of students' self definitions.
2. Canada is a democratic, pluralistic society.
3. Schools are agents of socialization.
4. Texts should accurately portray the reality they attempt to reflect.

Some suggested guidelines:

1. The data, concepts and generalizations of anthropology, history, sociology and the other social sciences are necessary to provide a balanced perspective on ethnicity.
2. The use of concepts and themes as organizers prevents a group-by-group approach.
3. The Native peoples and all immigrant peoples constitute ethnic groups from a social science point of view.
4. Social issues are central to a diverse society.
5. The similarities among cultures are just as real as the differences.
6. Ethnic groups are an integral part of Canadian society.
7. Material about racism is best presented sensitively in social and historical context.
8. The perspectives of ethnic groups are an important part of multicultural materials.

(quotation from Morton and McBride. Look again: the process of prejudice and discrimination. Vancouver, Concept Publishing Limited, 1977. p. 47)

"AVOIDING BIAS" (from Multicultural Canada)

Teachers need to be conscious of, and avoid using, books which portray people, particularly their own pupils, in derogatory and caricatured ways. Colleen Morriseau went to school in Winnipeg and describes what it was like for her in school. "To me they used to say that I was dirty, that I shouldn't be there, why didn't I go back to the reserve?" They would ask me who did I scalp last night. I'd say "Why do you ask me those questions? I'm not like what you read in a book." At school I can remember getting terribly embarrassed when they talked about Indian massacres and savages. My worst experience was in grade 4 when they were talking about massacres and one of the kids put up his hand and asked if any of my family had been involved in these massacres. Once they asked me if I had ever been to a massacre. They asked if we had scalps at the reserve."

There are many other stories of how ethnic groups are seen or treated in school situations. We urgently need to examine the cultural forces in the community and in school textbooks which result in distorted views of people. Some studies suggest that the content of books influences children's perception of themselves and others. Recently the Manitoba Indian Brotherhood supported a textbook study called The shocking truth about Native Indians in textbooks, which concluded that Native Indians receive the most attention of any group but it is not the kind of attention they would choose. The study identified seven kinds of distortions about Native peoples found in textbooks:

1. Omission - failing to mention all relevant facts
2. Defamation - calling attention to a group's faults
3. Validity - failing to ensure that information is accurate, unambiguous, and up-to-date
4. Disparagement - denying or belittling the contributions of a group
5. Cumulative implication - selecting information that reflects positively on only one group or negatively on only one group
6. Obliteration - ignoring significant aspects of history
7. Disembodiment - referring in a casual and depersonalized way to "menace", and annihilation as part of "progress"

What follows are historical accounts of Native peoples and early Canadian settlement. Taken from books that are dated but still in use, they illustrate a type of distortion teacher and students should be aware of when conducting historical studies.

EXAMPLES OF DISTORTION

George E. Tait. Fair Domain (Toronto, Ryerson Press, 1960).

> Springing into swift action, the northern Indians set off in a terrible pursuit, taking prisoners, scalping and killing. That night in a wild celebration, the victors tortured one of their prisoners, using the cruelest possible methods of creating pain.

Interpretation: In the Iroquois culture it was an honor to be the one chosen for torture. If a man acted bravely in his last hours on earth, he was well respected, not only by his own tribesmen, but by his captors. If a man died bravely, then the captors would beat drums, pans, and rattles to send his spirit away from the camp, otherwise misfortune would befall them. More cultural objectivity on the part of the author is necessary for more positive identification of the Indian. * (See Bruce G. Trigger. The Huron: farmers of the North. Toronto, Holt, Rinehart & Winston, 1969. p.51)

* example of Omission

Edith M. Deyell. Canada: a new land (Toronto, W.J. Gage, 1969).

> Gathered in groups, they could enjoy their winter dances, which seem to have been the only social life they had. (p.11)

Interpretation: This should be amended to read: Gathered in groups, they could enjoy their winter dances, which were part of their social life. At gatherings they also had singing contests, feetkicking contests, rope tricks, snowshoe races, rabbit-jump kicking contests, one-leg kicking contests, men-dog races, women-dog races, and blanket-toss games. * (See generally Paul Green [Aknik] I am Eskimo. Juneau, Alaska Northwest Publishing, 1959).

* example of Validity

> You will understand why we turn our steps and faces toward our mother continent, as sons and daughters do. No Canadian can ever feel like a stranger in Europe... Europe is important to us. (Deyell, op.cit., p.32)

Interpretation: This is definitely a European viewpoint. A child of Native descent could never identify with this kind of statement. *

*example of Obliteration

Edith M. Deyell. Canada: the new nation. (Toronto, W.J. Gage, 1960).

> This frightened the Metis. They grew worried and confused. With no deeds to prove that they owned their farms, they were afraid that they would lose their homes. Like children they turned to the man whom they could trust. His name was Louis Riel. (pp. 110-111)

Interpretation: The Metis had good reason to be frightened and worried, as would any people who were not certain what the government survey of their land meant to their future. All groups of people look to a leader in times of trouble, not only children. The whole paragraph depicts the Metis as people too uneducated to think for themselves. In affairs of law, they were not informed about their rights, so naturally they turned to Louis Riel, a man who had studied law in Montreal. * (See Alex A. Cameron, Mary Quayle Innis, and J. Howard Richards. Living in Canada. Toronto, Innis Publishing, 1967).

Kelsey: ...he had not succeeded in persuading the Plains Indians to come directly to the posts on Hudson Bay with their furs. In fact, they could not do so because they had no canoes. (Deyell, op.cit., p.183)

Interpretation: The Plains Indians, who used horses, not canoes, as a means of travel, felt no compulsion to take furs to the Hudson Bay posts because the trip was long and hard on their horses. They were independent and content with their lifestyle as it was. To enter such expeditions was, in their eyes, foolish. * (See E.Palmer Patterson. The Canadian Indian: a history since 1500. Toronto, Collier-Macmillan, 1972. pp. 91-105).

* examples of Disparagement

Edward Rogers. Indians in Canada. Jackdaw No.16. (Toronto, Clarke, Irwin, 1971)

> Young and educated Indians from coast to coast are striving with all their energy to remove themselves as far as possible from any semblance of the old days and to become good citizens. (Sheet no.8)

Interpretation: The phrase "good citizens" is a wholly unfavorable one to describe a cultural or religious change. It appears that the author equates abandonment of traditional beliefs with good citizenship. This is an example of callousness on the author's part. *

* example of Disembodiment and Cumulative Implication

Richard Howard Clark. Cartier of St. Malo. Jackdaw No.11. (Toronto, Clarke, Irwin, n.d.)

> It was a merchant, Thomas Aubert Dieppe, who brought back the savages to intrigue France in 1509. (Sheet no.1)

Interpretation: This is a historical account, not an evaluative account. The author defames the Indian here by referring to him as a savage. *

* example of Defamation

The foregoing examples have been taken from Kehoe, Jack. Multicultural Canada (Considerations for School Teachers and Curriculum). Vancouver: Faculty of Education, University of British Columbia, 1984. pp. 11-13.

"To take the terms most frequently applied to each group, we are most likely to encounter in textbooks devoted Christians, great Jews, hard-working immigrants, infidel Moslems, primitive Negroes, and savage Indians." Garnet McDiarmid and David Pratt in Teaching Prejudice.

The following extract from Canadian Studies:Self and Society by Munro, Doughty and King, published by Wiley, is based extensively on the McDiarmid and Pratt book.

> Prejudice and Stereotyping in our School Textbooks
>
> It is little wonder that so many prejudices still exist against Canada's native people, when one begins to read the textbooks which have until recently been popular in our schools. That they are gradually being revised or disappearing entirely from our shelves, is a tribute to the thorough research that was done on prejudice in Canadian social studies textbooks by Dr. David Pratt and Dr. Garnet McDiarmid. In 1971, they published the results of their study. One of the most shocking aspects of their findings was the incredible degree to which prejudice and stereotyping had crept into references to the Indian and Inuit peoples of Canada. The following table indicates how many times prejudicial terms were used in school texts when describing the Indian and Inuit.

WORD	NO. OF TIMES USED IN SCHOOL TEXTS
squaw	97
half-breed	89
savage	287
massacre	75
torture	31
primitive, ignorant	46
wild, cruel	47
murder	63
dirty	31
thieving	33
naked	15
untrustworthy	19
drunk	36
liars	13
lazy	5
foul	1
blood-thirsty	7
TOTAL	895

Pratt and McDiarmid went on to make the following observations and to give specific examples of some of the prejudicial statements which were found.

"The non-white minority most frequently mentioned in Ontario social studies textbooks is the North American Indian. It is bad enough that any group should be subjected to prejudicial treatment, but the fact that Indians are the native people of this country and that their children are required to read these texts compounds the immorality of such treatment.

One of the ways in which Indians are negatively portrayed is by comparing their seventeenth-century forefathers with twentieth-century white men. Students at the grade 7 or 8 level are unlikely to know that the executions of traitors and witches which went on well into the eighteenth century in England differ little in detail from the following description of the martyrdom of Lalemant and Brebeuf by the Iroquois in 1649:

> The French at Sainte Marie, however, did not know the full horror of events taking place to the south. Fathers Brebeuf and Lalemant had been stripped of their clothes and marched six miles to the gutted mission of St. Ignace. Here began the tortures that led to the deaths of the two heroic priests. About one o'clock in the afternoon the sturdy Brebeuf was tied to a stake in preparation for the ordeal. By three o'clock he was dead. The gentle, delicate Lalemant, forced to witness the brutal scene, suffered agonies as he watched the slow, awful death of his companion...

But it is in the casual phrase as much as in the narrative that the stereotype of Indian savagery is taught. There are many examples:

> A good number of them (coureurs-de-bois) married Indian women and abandoned all traces of civilization; some even lowered themselves to the level of savages and became as ferocious as the Red-Skins when they took to torturing or killing enemy captives.
>
> The Jesuits fought bravely against the rude beliefs of the Indians. It was hard to make them understand the white man's God. Gentleness and kindness were signs of weakness to the savages.
>
> The white men also gave firearms to the Plains Indian. Horses and guns changed the peaceful prairie into an everlasting battlefield. War was carried on like a game and the braves were never happier than when they were after an enemy's horse or his scalp.
>
> The Indians were still savages when the white men arrived, but the Agricultural Indians and the Pacific Coast Indians were perhaps closer to civilized life than the others.
>
> The Indians too soon learned that what the policeman said, he meant. Often the Indians had to be treated like naughty children, punished when necessary and rewarded with a pound of tobacco when the punishment was over.

Often there is subtle discrimination in the choice of evaluative terms. In the following passage, both neutral and positive terms are applied to the white settlers; only negative terms are applied to the Indians.

> It is a story crowded with the vivid figures of men who won a New World beyond the unknown seas. Shut your eyes and you can see them. Listen, and you can hear them...the creak of anchor chains...the tramp of feet...the dip of paddles...the rattle of musketry... the fierce, wild warhoops...and then...the sharp ring of axes...the soft lowing of cattle, and...the sweet lullabies of pioneer women...

Massacres of white men by Indians are frequently recorded in great detail, as in this description of the massacre at Lachine.

> In the quiet of dark nights when the great St. Lawrence lay shining and calm and there was no sound at all in the little villages with the black depths of the forest about them, the Iroquois would come. Painted and ferocious savage warriors chopped their way through any palisade, howling hideously. Their flaming torches burned houses and barns. They scalped and murdered and tortured and mutilated. No one escaped their savagery, man, woman, child or baby.

Massacres of Indians by whites, on the other hand, receive scant attention. Notice the use of "fight" in the following passage:

> The last fight was in 1890 when the troops broke up a Sun Dance on a Sioux reservation. The American Government had forbidden the Indians to hold these dances, and when the troops appeared the Indians fled. The soldiers followed and in the fight of Wounded Knee killed most of the half-starved survivors of the fierce Sioux tribe which had once been the terror of the plains.

This may be compared with the account provided in an easily accessible source, the Encyclopaedia Britannica:

> The Ghost Dance...movement came to an abrupt end December 29, 1890, at Wounded Knee Creek, S.D. Believing that the Ghost Dance was disturbing an uneasy peace, government agents moved to arrest ringleaders. Sitting Bull was killed (Dec. 15) while being taken into custody, and two weeks later units of the U.S. 7th Cavalry shot down more than 200 men, women and children who had already agreed to return to their homes.

The position of the Canadian Indian today is given little attention in history and geography texts. But when it is, there is a disturbing tendency to paint an unrealistic, even a condescending picture, as in the comparison of the few who live on a nice street compared with the many who live on a reservation.

> There are many Indian families in Canada today. Tommy Green's family is one of them. The Greens live on a nice street in Riverdale. Their house is like other Canadian homes. The days of the wigwam are gone...Not all Indian families live as the Greens do. Most of them live on special land called reservations.

There is also a tendency to perpetuate the fallacy that the white men have been generous in giving Indians money.

> Then the white men decided to give the Indians separate pieces of land to live on, and money to buy things they needed. Houses, schools, and churches were built on the reservations. Soon the Indians began to learn the ways of the white man.

Pratt, David and Garnet McDiarmid. Teaching Prejudice. (Toronto, Ontario Institute for Studies in Education, 1971) pp. 88,91.

LANGUAGE IS NOT NEUTRAL

Concept	Positive Connotation	Context	Negative Connotation	Context
1. A piece of cloth worn as a garment	Clothing	The skirt of a North American Woman	Costume	The sari of an Indian woman
2. Small dwelling of simple construction	Cottage	A shepherd's house in the Scottish hills	Hut	House of an African villager
3. System of institu-ionalized expressions of sacred beliefs, etc.	Religion	Christianity	Superstition	African religions e.g. Animism
4. Taking the initiative, being bold and self-confident	Assertive	Male executive	Aggressive	Female executive
5. Battle in which one side practically eliminates the opponent	Victory	The Europeans conquering the Native people	Massacre	The Native conquering the Europeans
6. State intervention in social upheaval	Maintaining law & order	British policemen quelling rioters	Introducing repressive measures	Polish government dealing with strikers
7. People engaged in liberation struggles	Freedom Fighters	Resistance Movement in France	Terrorists	Pre-independence period in Zimbabwe

CHECKLIST FOR THE EVALUATION OF RACIAL, RELIGIOUS, AND CULTURAL BIAS IN LEARNING MATERIALS

1. Are the author's qualifications relevant to the topic?
2. Are the author's assumptions explicit in this material?
3. Are the author's assumptions consistent throughout this material?
4. Does the author demonstrate an ethnocentric viewpoint?
5. Has the author made adequate use of primary and/or secondary sources?
6. Have there been adequate consultations with members of minority groups and/or other knowledgeable authorities in the field?

7. Does the material contain factual errors?
8. Does the material contain misleading information?
9. Does the material show an obvious bias?
10. Does the material show a subtle bias?
11. Are inaccurate and unjust value-laden words & terminology used?
12. Are foreign names and terms used correctly?
13. Does the text perpetuate stereotypes?
14. Are the faces of members of an ethnic group stereotypically represented in visual material?
15. Are members of minority groups depicted only in subservient & passive roles?
16. Does the material offer genuine insights into other lifestyles & religious faiths?
17. Is the characterization real?
18. Are illustrations/visuals authentic?
19. Do illustrations/visuals complement the text/script?
20. Does the material present a balanced portrayal of the minorities presented?
21. Is minority group participation in, and contribution to, Canadian society accurately presented?
22. Where a minority group is depicted as different, are negative value judgements implied?
23. Does the material demean or ridicule minorities on the basis of race, colour, religion, or cultural background?
24. Will the material reinforce the positive self-image of students from the minority background?
25. Will the material develop negative images of minorities in the minds of other students? Are there opportunities for positive images to be presented?
26. Would members of the racial, religious, or cultural groups represented in the material approve of the way in which they are portrayed?
    If not, why not?
    Is the presentation factual?
    Does it have scholarly validity?
27. Are the content, treatment, and vocabulary used in the material suitable for the intended age group?

In your opinion, should the material be rejected/revised/accepted for publication?

The foregoing was taken from Race, Religion, and Culture in Ontario School Materials.

The following excerpt is taken from: Lee, Enid. Letters to Marcia. (A Teacher's Guide to Anti-Racist Education) Toronto, Cross Cultural Communication Centre, 1985.

SELECTING RESOURCES

ACTIVITIES

1. What's behind the words and pictures? Each member of the group will select material relevant to his or her subject area and apply the criteria provided below. The findings can be shared with the group.

THE PROCESS OF IDENTIFYING BIAS

Since authors convey their intentions both by what they include and exclude in terms of language and illustrations, these should be the focus of any assessment of material. You should be aware of the impact of certain isolated expressions and illustrations in a text and of the sum of these expressions and illustrations in the total work. Areas of concern include:

1. Are certain words and illustrations systematically associated with specific groups of people?
2. Are groups of people frequently limited to certain jobs and activities?
3. How do authors and illustrators account for people's situations in life and social problems in general?
4. What value judgments regarding personal growth are conveyed?
5. Is there implicit bias through the omission of groups of people who might have been included, given the setting?

In general, does the author deny the right to human dignity and the development of potential on grounds of race, culture, sex, ability, age, or social class?

Apply these questions to the material you are about to use in your classroom and see what you find.

2. What am I doing?

ASSESSMENT OF SELF, STUDENT, AND SITUATION

In order to make effective use of material which may be biased, you must assess not only the material, but also yourself, your students, and your teaching situations.

Questions for Self-Assessment

1. How do I feel about discussing the issue of racism? Are there situations in which discussions on race have made me feel uncomfortable? What has been the source of my discomfort?

2. How far can I control myself and the situation if students express views which differ sharply from mine?
3. What do I say if students begin to make racist comments?
4. How will I deal with controversial topics arousing negative reactions?

Some Approaches

1. Recognize that you will probably feel uncomfortable about the issue of racism. The discomfort is not a negative thing. To help you bring it to the surface, list some of the situations in which you have experienced discomfort around the issue of racism.
2. Let students know why statements are considered racist and also let them know the school's position on it.
3. Point out to students that discussions of racism may lead to unpleasantness, but that it is necessary to begin with these feelings.
4. Make a list of approaches which your colleagues have used in these situations.

3. How are the kids getting along?

Questions for Student Assessment

1. To what extent have the students' life experiences prepared them for discussing this material?
2. What other material on this issue have the students studied?
3. What has been the focus of these books, films, etc.?
4. To what extent will this material broaden the students' understanding of the issue?
5. How far will this material confirm for the students an over-generalized view of a particular group of people, etc.?
6. If students identify personally with characters in the book or film, and feel they are being singled out, how might they react?

An Approach

The answers to these questions can be found by examining day books in order to see what the students have been viewing and reading. In addition, reflection or casual comments made by the students in other classes should provide some idea of how the students might react.

4. What's going on in my school?

Questions for Assessment of School Situation

1. How far will current events in the school facilitate the examination of issues in the material?
2. To what extent will current community sentiment facilitate the effective use of the material?
3. Are there activities taking place in the school which will facilitate the examination of issues in the material, e.g. special assemblies, guest speakers, Black History Month, focus on the Holocaust?
4. Have there been any incidents on the playing field, in the cafeteria or elsewhere which may relate to the issue in this material?
5. Will current events, and the situation in the community, facilitate the examination of the issues in the material?

The above questions might be discussed collectively in the community in order to develop an overall sense of the racial climate in the school and community.

5. Critical viewing

Select any of the films which the members of the group might be using for their classes and apply the criteria provided below.

GUIDELINES FOR CRITICAL VIEWING

1. Remember that every film-maker works within a particular framework. In other words, he/she has a set of assumptions about the way in which things ought to happen in life, and explanations for why things happen in life. Any framework, set of assumptions, or explanations must exclude other frameworks, assumptions and explanations. In this sense, then, every film has a bias. When we do not accept the bias of a particular work, we tend to describe the film as biased. Your task as a viewer is to detect the framework and general bias of the film-maker. As viewers, we think some biases are more human than others. In Canada's multicultural, multiracial society, we view as human, those biases which confirm the essential and equal humanity of all people.
2. Ask yourself: through whose ears and eyes are the scenes being experienced? Whose point of view are we being given in the various sequences?
3. Why do people have certain experiences in the film? How are events explained? For example, do things happen to people because they are either good or bad, right or wrong, lazy or industrious, or is it because of situations beyond their control?
4. What are you seeing in this film?

5. Who or what is in the background and foreground of the various sequences in the film?
6. What is the relationship between sequences in the film? Do you notice contrasts and similarities between the sequences?
7. Who speaks in the film? Who is silent?
8. What does the music in the film make you think of? Significance of symbols?
9. What is omitted from the film?
10. How are your expectations of the film influencing what you are seeing and feeling about the film? For example, how is your experience with Hollywood influencing what you are seeing?
11. What would have to be different in the text of the film for the film to end differently?

NOVA SCOTIA. DEPARTMENT OF EDUCATION.

GUIDELINES TO ERADICATE PREJUDICE, BIAS AND STEREOTYPING IN TEXTBOOKS

There are growing concerns throughout Canada about the learning materials which are supplied to our schools. Most of these concerns involve moral and social issues arising from the materials, ethnic stereotyping and other factors which promote racism, or sex stereotyping, particularly as it operates to the detriment of females.

This statement of guidelines to publishers will acquaint them with the concerns that Nova Scotia educators consider particularly important and which will affect decisions on the adoption of learning materials for use in the schools of the province. These guidelines will also be presented to all educators who are participating in the evaluation process to help ensure that only the best acceptable materials are selected.

For ease of presentation, the three areas will be considered separately, although they are often interrelated.

Social

1) The language used in the material should be acceptable to the majority of the population.

2) If it is considered necessary to the study of contemporary literature to have materials which contain the "language of the streets", the type of contents should be made know to the users and varied materials be made available to allow choices to meet the needs.

3) Materials should not contain value judgements on moral issues or show religious bias.

4) Avoid derogatory slants and slurs on minority groups. If these exist in pre-twentieth century or colonial literature, footnotes should be added to explain the attitudes of people using such derogatory terms for others.

5) Eliminate racist materials from textbooks; e.g. R.Kipling's poem "The Whiteman's Burden" should not be included in any anthology of poetry.

6) People from all social, cultural, educational and economic backgrounds should be treated with equal respect.

Sex Bias

1) Men and women should be treated primarily as people rather than as members of one sex or the other.

2) Neither sex should be stereotyped and arbitrarily assigned to a leading or secondary role.

3) Both men and women should be portrayed in a complete range of activities even though some fields of endeavour may continue to be more attractive to one sex or the other.

4) Status and role should not be connected to gender; e.g. men should not be conditioned to believe they must earn more and be the sole support of the family.

5) Jobs should not be sex stereotyped so that a person's masculinity or femininity can be in question, should he or she select a particular job.

6) Persons of both genders should be portrayed in executive positions as well as in lower level occupations.

7) All work should be treated as worthy of respect and no job downgraded.

8) Books should show married women who work outside the home in a variety of occupations, particularly when the books are designed for the lower grades.

9) Persons should be portrayed as having choices for their life style and it should be made clear that many will choose to be at home in a fulltime capacity. People should be respected for their choice of marital status and occupations; e.g. a homemaker should command as much respect as a lawyer.

10) Materials should never imply that all family units are identical. The sharing of family responsibility should be stressed.

11) Both parents should be shown in a variety of household tasks.

12) Members of both sexes should be shown as having human strengths and weaknesses, not as having particular character traits determined by sex.

13) Both boys and girls should be shown as having the same options in careers and play activities.

14) Women and men should be treated with the same respect, dignity seriousness.

15) Both sexes should be treated with the same verbal terms and women should not be described only by physical attributes and men by mental attributes or professional position.

16) Reference to appearance, charm or intuition should be avoided when irrelevant.

17) Use of female-gender word forms, such as poetess, should be avoided.

18) Generic terms should be assumed to include both men and women and modified titles such as women doctor should be avoided.

19) Attitudes of surprise at competence by either sex in any role should be avoided.

20) Women should be spoken of as participants in an action, not as possessions of men.

21) Except where historical or factual accuracy is concerned, women should not be shown as requiring male permission to act or exercise rights.

22) When references are made to humanity at large, language should be used which clearly includes all persons. Where possible, pictures should be used to emphasize this point.

23) Occupational terms ending in man should be replaced, where possible, by terms including members of either sex. When specifying a particular person, this is not required.

24) Parallel terms should be used when describing women and men, such as ladies and gentlemen, husband and wife.

25) They should not be referred to in terms of their roles unless it is significant in context.

26) Women should be referred to by their preferred names.

27) Unnecessary reference to a woman's marital status should be avoided.

28) Women and girls must be made visible in our history and throughout modern culture.

29) Sexist behavior and customs must not be accepted as "givens" but must be explained in the historical and cultural context in which they occurred.

Ethnic Concerns

1) Materials should depict instances of fully-integrated human groupings and settings suggesting equal status and non-segregated relations.

2) Recognition should be shown of ability and competency of minority groups by showing them in central positions of leadership. Role models are necessary for students to identify and define their own selves. Therefore, stories of minority people who have made great achievements should be included in textbooks whenever possible.

3) Materials should make the group representation of individuals clearly apparent and should not de-emphasize distinguishing physical features.

4) Materials should avoid a stereotyped presentation of any racial, ethnic or religious group, but should focus on their individual differences.

5) A variety of life styles and living environments should be shown, particularly within the environment which exists in this country. Perhaps better researched materials on the cultures and histories of the mother countries (e.g. India, China, Mexico) of the various ethnic groups composing the Canadian mosaic should replace some of the existing material in textbooks, which sometimes misrepresent these people. One of the most important parts of this endeavour will be the addition of unbiased materials about the Native People's history and culture.

6) No racial, ethnic or religious segment of the population should be depicted as more or less worthy, capable or important.

7) Minority groups should be shown as participants in all areas of life and culture.

8) Group differences should be presented in such a way that students will recognize them as being valuable and indicative of the multiculture composition of society.

9) Materials should seek to teach the moral lesson that people must accept each other on the basis of individual worth regardless of such differences as race, ethnic background, religious or socio-economic status.

10) The forces and conditions of the past which have been known to operate to the subsequent disadvantage of various groups should be clearly presented.

11) Minority (individual or group) achievements and contributions to the Canadian society (and the world) should be included in textbooks.

12) Contemporary forces and conditions that operate to the disadvantage of minority groups must be accurately portrayed. Struggles, goals and aspirations of minority groups should be fairly presented.

13) Materials should endeavour to lead students to a self-awareness in such a way that they examine their own attitudes and behavior and acquire an understanding of their responsibilities in our society. Prejudice and discrimination should be examined objectively with reference to the date and place and people concerned; e.g. the American Civil War, the activities of the Ku Klux Klan. Accounts of any event should indicate that they reflect the concerns and settings of the times referred to.

14) An attempt should be made to motivate students to seek freedom and justice and equal opportunity for every individual.

15) Material should stress the uniqueness of each individual within the framework of basic similarities among all members of the human family.

16) Texts should also identify the sources of information wherever statements purport to be factual. If the original source material is unavailable, students should be made aware that the views presented are interpretations of the facts. Where actual documents are available (e.g. the B.N.A. Act), reference should be made to the views of the people and circumstances responsible for such documents; e.g. omission of language rights in the B.N.A. Act.

From the leaflet 10 QUICK WAYS TO ANALYZE CHILDREN'S BOOKS FOR RACISM AND SEXISM

1. Check the illustrations
2. Check the story line
3. Look at the lifestyles
4. Weigh the relationships between people
5. Note the heroes
6. Consider the effects on a child's self-image
7. Consider the author's or illustrator's background
8. Check out the author's perspective
9. Watch for loaded words
10. Look at the copyright date

For the complete leaflet, as well as free catalogues describing other anti-racist/anti-sexist education material, write to

The Council on Interracial Books
for Children
1841 Broadway, New York, New York
10023 U.S.A.

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VOLUNTEERS ARE WINDOWS ON THE WORLD

by Catherine C. O'Hara

When I asked one of our own library volunteers what characteristics made for a successful library volunteer program, she replied, "Clear guidelines, flexibility in job assignments, and massive amounts of appreciation".

The following presentation discusses the planning involved in developing a school library volunteer program that includes three very essential characteristics of training, coordination and recognition.

RATIONALE:

The current catch phrase one hears in the United States at all levels concerned with education is "educational excellence". Because of this widespread drive toward excellence and a corresponding effort to improve school curriculum there are more heavy demands placed on the school library program. In fact, the very existence of a school library has long been an indicator of the superiority of a specific school system.

If such requirements are not supported with sufficient funding it may be imperative to develop a school library volunteer program. The school library's basic program of providing an experienced professional staff, services and resources can indeed be improved by the use of library volunteers. More efficient services result when volunteers take over the performance of routine tasks and by utilizing their unique and special talents, interests and experience the library media specialist is enabled to provide a more creative program.

The last decade in the United States has revealed increased public scrutiny of educational goals and much closer examination of school budgets. Thus it is important to recognize that library volunteers also serve as vital links in communicating library needs to the public. As vital links of awareness, a corps of volunteers can help spread the message that the school library is an effective and legitimate resource in helping students to learn. An informed group of volunteers provides visibility and vocal support in preserving and upgrading the library program in the face of budget cuts.

Of course, there are problems related to the implementation of a successful volunteer program and chief among these is TIME - time to organize, recruit, train, coordinate and evaluate the volunteers. Professionals can be relieved of many routine tasks of the library workload. Nonetheless, substantial hours of time are required for careful orientation, training and evaluation of volunteers' work.

In addition to time demands, there are other challenges which arise in coping with varied personalities and irregularity in job performance. Furthermore, existing staff sometimes perceive a job threat in volunteers. These drawbacks should be clearly understood and carefully considered during the planning phase of a school library volunteer program.

PLANNING:

Advance planning is a necessity. Initially, your school system must be receptive to the idea of the volunteer program with printed guidelines and regulations for the use of volunteers in their schools. Once this acceptance is secured, the librarian must develop media center goals which focus on how the volunteer program will help support and enhance such goals. Elements to be considered include available time for direction and control, types of volunteers needed, size and expected cooperation of the present staff and evaluation techniques for the volunteer program. Such considerations will help determine the amount of help that can be effectively utilized.

Two very basic guidelines must be kept in mind as initial plans are developed. The first is that library volunteers perform supplementary roles and do not replace trained professionals and the second is that the volunteer program should start small and expand gradually.

Once the needs of the library program have been assessed, it is advisable to develop job descriptions for library volunteers as well as for the coordinator of volunteers. Clearly defined tasks based on the expectations of the program can then be developed into a library procedures manual, into recruiting guidelines and meaningful work assignments.

Planning a volunteer program that is integral to the whole school library program takes time - time to develop and time to administer. Base volunteer tasks on clearly outlined goals. Develop a working relationship with your volunteer coordinator. Be reasonably flexible in your thinking and planning, knowing that "if it's worth doing, it's worth doing well".

It actually falls to your volunteer coordinator to implement program goals and to describe job requirements to potential resource persons. The importance of a capable volunteer coordinator, in fact, cannot be overstated. An outgoing, organized, flexible and involved coordinator who can work with the media specialist in the administration of volunteer activities is essential. Working under the guidance and direction of the media specialist, the coordinator helps to put the program forward by recruiting volunteers, by raising the visibility of the program and by interpreting program goals to the community. By assisting the media specialist to gain another perspective to identify needs and develop program objectives, the coordinator may even help insure the program's ultimate success.

RECRUITING AND SELECTION OF VOLUNTEERS

Every volunteer has a special reason for offering his or her service. Whether the motivation is based on service to the community, occupational self-interest, or a desire for self-fulfillment, volunteers give evidence of satisfactions to be experienced from involvement in their community.

To recruit volunteers you must try every creative method you can think of to broadcast your need. Use any available publicity opportunity: school-parent gatherings, senior citizen centers, interlibrary meetings. Communicate your need through volunteers, through local service agencies or through school newsletters.

Be positive in tone in stating your need. A flyer or notice designed in an attractively inviting manner and providing a sample checklist of volunteer work possibilities will give potential volunteers specific ideas about the choices and amount of time that will be involved for them.

What the school librarian needs in potential volunteers is some indication of a positive outlook toward community service, a genuine commitment to reliability, an understanding of work ethics and, hopefully, a mind receptive to understand the integral function of the media center in the life of the school. The librarian, in turn, should provide volunteers with varied tasks based on their experience, interests and talents. Tasks will necessarily vary in duration and difficulty as well as scope and content.

ORIENTATION AND TRAINING

At the beginning of the school year, the librarian should schedule a general orientation meeting as well as individual training sessions in which great care is given to detail. After all, the orientation program is the librarian's opportunity to familiarize volunteers with the workplace - the staff, the resources and the services. An overview of how volunteers may fit into the general service structure of the library should be explained, along with specific instructions and expectations about their service. Written guidelines concerning service in the form of a concise manual should be provided at this time when the orientation tour of the facilities is given.

A special opportunity given by the orientation meeting is the time provided toward development of confidence in and rapport with each of the volunteers. An important means for this purpose is the interest inventory prepared by the librarian for distribution and a request that volunteers complete this before leaving the meeting. Careful scrutiny of these inventories by the librarian helps in decisions about initial job assignments that volunteers feel competent in doing and promotes confidence. They provide as well valuable clues to each person's special interests, experience and preferences for people-oriented work or non-public tasks.

It is important that the inventory be a simple request form to secure some background work experiences, education level, special interests and hobbies and perhaps a question about the special personal reason for offering services.

Just as important as the orientation meeting is establishing good working relations. These are cultivated and accomplished particularly through the training sessions. Never overestimate the amount of training needed. Be prepared to be just as patient, explicit and encouraging in explaining a library procedure to a volunteer as you are in explaining a particular study skill to a student. Take nothing for granted and have available "study guides" that clearly review each task. Laminating and posting a copy of procedural reviews near each work station is a very helpful technique for self review by the columteers. Encourage, also, the rest of the library staff to be supportive of volunteers and especially responsive to their conscientious desire to assist in the total library effort.

EVALUATION

Some volunteers prefer the steadiness of familiar routines and others prefer the challenges of constantly changing activities. Try to provide an open climate for frequent communication and joint evaluation of their work. Remember that volunteers feel just as unhappy and confused as you may feel that something is being done incorrectly and cultivate a climate that encourages the idea of "a better way". Constructive criticism is a two-way street when the objective of the library is constant improvement in service. As criticism will be necessary so also is a balance of sincere praise and appreciation. Take time to greet your volunteer on arrival and departure and remember appropriate thanks. This personal touch will help volunteers realize that their work is really valued and meaningful. Do remember to write a mid-year communication to them, or place a note in the town paper thanking them for their work. This will serve the double purpose of recognizing meritorius service as well as spotlighting the library program. Sometimes a group picture in the town paper is a good possibility.

Another way to help you, the librarian, evaluate the role of your volunteers and understand their motivation is for you, yourself, to serve in a volunteer capacity. You learn to empathize through such experience and certainly come to realize how very important a "pat on the back" can be as a spur to continued effort.

CONCLUSION

For the sheer satisfaction of seeing the improvements in your library program which has been enhanced and supported by the efforts of volunteers you will remember the importance of giving out a little "TLC". Give each of them even a little of your personal time that gives evidence of your caring concern and involvement. Show that you appreciate the importance of their dependability and contribution to the success of the library program and the advancement of the school's educational goals. Share with your volunteers the benefit of your own learning. They are intelligent, concerned persons who will come to fully understand the value of school libraries in providing resources for a lifetime. Provide experiences that will give them an opportunity to grow and learn in an environment where individual interests and talents are recognized and valued.

Library volunteers are your "windows on the world".

Their CARING warms and welcomes the library user.
Their CREATIVITY brightens the learning environment.
Their ENTHUSIASM is happily contagious for the user.
Their DEPENDABILITY lightens the routine work load.
Their PRESENCE is an opening for carrying the library
    program back to the community.
Their SKILLS and EXPERIENCE open the library to increased
    school use.
Their ARTISTRY and TALENT enhance the physical environment.
Their WORK is the open casement that illuminates and
    supports the library's goals.

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IASL ANNUAL GENERAL MEETING
July 31, 1986

AGENDA

1. Call to order and welcome - Pres. M. Cooke
   President's Report
2. Minutes of 1985 Annual General Meeting
3. Executive Secretary's Report - J. Lowrie
4. Treasurer's Report - D. Adcock
   Presentation of 1986-87 Budget
5. Assembly of Associations - J. Wright
6. Committee Reports
   - Publications - P. Hauck
   - Membership - A. Nelsen
   - Unesco Co-Achan Program - L.Thomas
7. Appointment of tellers
   Presentation of nominations - B. Anderson
   Collection of ballots
8. Presentation of bylaws changes/amendments
9. Statement on Apartheid
10. Old Business
11. New Business
12. 1987 Conference - S. Hannisdottir
13. Resolutions
14. Adjournment

Official Parliamentarian - L. Thomas

MINUTES OF IASL ANNUAL GENERAL MEETING - July 31, 1986
Halifax, Nova Scotia, Canada

The annual general meeting of the International Association of School Librarianship was called to order by President Michael Cooke, Thursday afternoon, July 31, in the Green Room of the Student Union Building of Dalhousie University, Halifax, Nova Scotia, Canada.

The President's report was read (appended to these Minutes). It was announced that Lucille Thomas would serve as Parliamentarian. Members were reminded of the "Conduct of General Assembly" handed out at the door.

The Executive Secretary read the Minutes of the 1985 annual general meeting held in Kingston, Jamaica. They were approved as read.

Treasurer D. Adcock presented the financial report: revenues and expenses of 1985-86, cash statement, current resources and budget for 1986-87 (appended to these Minutes). He moved acceptance and motion carried.

Vice-President John Wright presented the report from the Assembly of Associations. There were 13 official delegates, 3 associations sent greetings, and 10 countries also attended as observers. The emphases gathered from the reports were - the need for stronger legislative effort, public relations programs and continuing education. Wright urged the need for associations to identify official delegates for communication purposes. Wright moved acceptance, seconded by Mary Ann Paulin. Carried.

Anne Taylor presented a report from the Research Committee. Two projects are underway: (a) inventory of research on school libraries published 1983-84 in the abstracts; (b) pilot study on "Indicators of Quality" leading to a worldwide study.

Publications chair Hauck announced that the 3rd edition of "People to Contact" was available. "Indicators of Quality" has been available since January 1. A small brochure advertising recent proceedings and IASL membership has been produced in quantity and could be reproduced. She announced that Ken Haycock had indexed all proceedings by subject, author and title as a guide to the publication of the most important papers.

Membership is improving, according to chair Nelsen. She urged that all persons make a special effort to publicize IASL at association and professional meetings. A new membership form, easily duplicated, will be ready this Fall.

Tellers for the election and voting process were named: Dorothy Diewald and Carolyn Golladay.

Vice-President John Wright presided during the election. The report of the nominating committee was read by incoming chair Beatrice Anderson, substituting for Richard Scrivanek, chair. For President - Michael Cooke, Wales; for Directors - Shirley Coulter, Canada and Joyce Wallen, Jamaica. There were no other nominations. Margot Neilson moved and Jane Hardy seconded that the nominees be elected. Carried.

The revised By-Laws had been distributed to all members in March as required. (Appended)

Article II. Anne Shafer moved, Ed Barth seconded. Carried.
Article III. Jane Hardy moved, Ed Barth seconded. Carried.
Article IV. Rheta Clark moved, M. Dearman seconded. Doris Lush moved to amend section 3 and add "Association voting will be determined by the Board." Susan Traill seconded. Carried.
Article IV accepted as amended.
Article V, section 3 moved by Doris Lush, seconded by Ed Barth. Carried.
Section 4 moved by Mary Ann Paulin, seconded by David Elaturoti. Carried.
Article VI, Section 2 moved by Alice Nelsen, seconded by Don Adcock. Carried. Section 3 moved by Crystal McNally, seconded by Philomena Hauck. Carried.
Article VII moved by J. Wright, seconded by J. Hardy. Carried.
Article XII moved by J. Wright, seconded by Ed Barth. Carried.
Article XIII moved by Ed Barth, seconded by A. Shafer. Carried.
Article XVI moved by D. Lush, seconded by M.Dearman. Carried.
Moved by Ed Barth, seconded by Jane Hardy, that the IASL By-Laws be accepted as amended.
The statement by IASL supporting the WCOTP resolution on apartheid in South Africa was presented. Moved by Crystal McNally, seconded by Amy Robertson. Carried. (Attached)

There was no old business.

Announcement of the new School Library Leadership Grant was made. Guidelines, application forms will be mailed out this Fall to all associations with additional information in the Newsletter. It is hoped that the first recipient will be attending the 1988 conference.

Sigrun Hannisdottir extended the invitation for the 1987 conference to be held in Reykjavik, Iceland. She distributed information and showed some beautiful slides to "entice".

It was reported that the raffle to raise money for IASL/Unesco co-action program raised $402.

The President's prize for the most interesting display of IASL conference mementos in honor of the 15th birthday went to Howard Hall.

Mary Ann Paulin presented the resolution of thanks. (Attached)

The first IASL certificate of recognition for conference host was presented to the NOVA SCOTIA SCHOOL LIBRARY ASSOCIATION. Shirley Coulter, Conference '86 chair, accepted it for the NSSLA and was roundly applauded.

Meeting adjourned at 5:00 p.m.

Jean E. Lowrie
Executive Secretary

JEL/bjd

PRESIDENTS' REPORT 1985/86

This is the third year of my term of office as President and it seems to me it is a time for reflection on what we have accomplished during that period.

We have had our problems, particularly in our relationship with our Nordic colleagues. My first year in office saw the withdrawal of the Association from membership to be followed by the withdrawal of the Nordic School Library Association because of their disagreement with the election of the European Director last year. Clearly these are not events that give me any pleasure, and I think we must work at re-discovering points of agreement in our relationship with our Nordic colleagues so that we can once again support each other in the mutual work that we are involved in.

The priorities I identified after my election in 1983 remain:

(1) We must increase both our membership and our activity and
(2) We still need greater involvement of the general membership in our activities.

The working committees are still active but their output does depend so much on the commitment of active members to their work. There is still too small a number of our members who seem willing to become involved. If there are any members, here today, who feel able to become actively involved in our work, do please contact the chairperson of the relevant committee and see how you can help. I do sincerely thank all the chairpersons for their continuing hard work:

Publications: Dr. Philomena Hauck
Membership Development: Alice Nelsen
Research and Statistics: Anne Taylor
UNESCO Book Program: Lucille Thomas.

Although he is not with us at this conference, I am happy to report that we now have a chairperson for the Public Relations Committee, Joe Hallein from Australia. We have suggested to him that he may like to operate in this area more as a coordinator of this work rather than a chairperson of a committee so I am sure he will be glad to hear of any ideas and suggestions you may have and would also welcome willing workers if any of you feel you have skills, experience or expertise in this area of our work.

One success I can report is the work of the small committee set up to analyze and revise the By-Laws and Procedures. You will already have seen the fruits of their efforts in the revised By-Laws circulated to the total membership and coming before this meeting for approval today. This last year that committee has revised and updated the procedures under which the Association operates and we hope this will better serve the needs of the Association in the future.

The Association Assembly is now an established part of our operational framework. The Vice-President, John Wright, has done much to strengthen this operation culminating this year in a much more visible and active participation in the conference programme. We do value the voice of our association members, and I hope all representatives of associations present will assure their organization that if there is any aspect of the work of IASL which they feel they would particularly like to become actively involved in, their contribution will be welcomed.

There may even be areas of international activity in which they do not feel IASL is doing enough, again we would welcome their attention to this.

Judith Higgins is no longer the new Editor that I spoke of in 1984. By 1986 she has firmly stamped her personality on the Newsletter, and we are all grateful for her commitment and so glad to see her with us at this conference.

We did welcome a new Treasurer during this last year. Donald Adcock has taken over this difficult task and already we are benefitting from his efforts. Late in the conference though this is, I do give him (and his wife) a warm welcome on your behalf. How IASL is to be seen to be active in between conferences continues to exercise the thoughts of your Board. We are looking again at the possibility of developing regional activities. We have pockets of strong membership in various areas of the world and we do not seem to be doing enough to exercise this strength. Moving away from the total international forum for our activities seems perhaps a way we can help each other - IASL to grow in strength and through the expertise available within IASL to bring benefit to working on the interests and problems specific to a particular region.

Having an annual international conference continues to put a strain on the planning strategy of the Board, and we do feel it is time now to think seriously about other approaches. As you know, we do have a full international conference planned for 1987 when we shall be in Iceland, but we have no firm commitment in 1988 so could have moved to a biennial conference after 1987. The Board has carefully studied the information received from the survey conducted by the Research Committee regarding the possibility of a biennial conference. We have considered the implications of such a move and the possibility of regional meetings and felt we needed to look at the costs of such a move more closely and spend more time examining the alternative arrangements that would be possible in the year in which we did not hold the full international conference. So we shall now move ahead and have a specific recommendation to bring to the annual general meeting in 1987.

The conference was last in Africa in 1977, so we feel we need to try to return to that continent. We shall look again at the possibility of holding the conference in Tanzania, but if that is not possible, we will need another location for the conference and would welcome invitations from groups/associations that feel able to take on this responsibility. We were also last in Australia in 1978 and feel we should also try to return to that area in the near future, but in the final analysis, we can only hold the conference where a local committee is willing to have us, so your Board is open to suggestions, especially if they come from more who are willing to get involved in the organization.

We are slowly building up funds within the IASL accounts. Some of these are already assigned for specific projects. I am sure you are all now familiar with the UNESCO Book Project which IASL administers, and I hope all those that are able will give that scheme their full support. We have also started a fund to help our colleagues in the Third World who find it difficult to maintain membership and perhaps even more difficult to attend our international conference. We can help here in two ways, first by providing a gift membership for a colleague or by adding a little extra to our own membership to go towards this Third World Support a Friend scheme. This scheme made a good start but needs your help to develop it to a size which can ensure good representation in our membership from Third World countries. There is a line for this contribution on the new membership form, so do please contribute next time. In addition, we are launching another fund which we would like to use to bring a leader in education or school library work from a developing country to our conference each year. We have placed the profits from the Hawaii and Jamaica conference aside to start this fund, and we now need to work on building it up. You will hear more about that scheme later in the meeting.

We also do have funds available which can be used to finance specific projects if any member can identify a particular scheme and convince us of its importance to further the aims of IASL.

So while I am not suggesting that IASL has blossomed in the last three years, we do seem to be more firmly established and improving in health and ready to face the future - but we still need to know from you, the membership, what that future should be.

Michael J. Cooke

July 1986

MJC/bjd

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP
STATEMENT OF REVENUES & EXPENSES
(YEAR ENDED JUNE 30, 1986)

REVENUES

	BUDGET	ACTUAL	B/(W)
MEMBERSHIP			
ASSOCIATION	$500.00	$340.00	($160.00)
INDIVIDUAL	$5,350.00	$5,691.34	$341.34
SUPPORT A FRIEND	$200.00	$115.00	($85.00)
CONTRIBUTION	$300.00	$225.00	($75.00)
SALE OF PUBLICATIONS	$1,300.00	$2,116.80	$816.80
UNESCO PROJECT GIFTS		$80.45	$80.45
CONFERENCE INCOME	$1,000.00	$7,983.30	$6,983.30
CHECKING INTEREST INCOME		$364.16	$364.16
$10,000 CD (28-0233027) INT.		$765.24	$765.24
CONFERENCE ASSISTANCE		$572.00	$572.00
OTHER		$522.13	$522.13
SUBTOTAL	$8,650.00	$18,775.42	$10,125.42
$5,000 CD (32-0243436) INT		$39.83	$39.83
$5,000 CD (0900-2007) INT		$55.57	$55.57
$3,000 CD (0906104) INT		$109.95	$109.95
TOTAL	$8,650.00	$18,980.77	$10,330.77

EXPENDITURES

	BUDGET	ACTUAL	
PRESIDENT'S EXPENSE	$150.00	$15.75	$134.25
EXECUTIVE SECRETARY	$200.00	$253.26	($53.26)
TREASURER'S EXPENSE	$100.00	$23.97	$76.03
SECRETARIAL	$1,500.00	$1,732.51	($232.51)
BOARD MEETING EXPENSE	$300.00	$0.00	$300.00
IFLA DUES	$200.00	$197.26	$2.74
WCOTP DUES	$100.00	$81.66	$18.34
PRINTING	$1,300.00	$3,306.66	($2,006.66)
TAX EXEMPT STATUS FILING FEE	$5.00	$5.00	$0.00
NEWSLETTER	$2,500.00	$2,044.68	$455.32
PROCEEDINGS	$500.00	$0.00	$500.00
COLLECTION CHARGES	$45.00	$115.31	($70.31)
OFFICE EXPENSE	$650.00	$607.65	$42.35
COMMITTEE EXPENSE	$100.00	$149.31	($49.31)
CONFERENCE ASSISTANCE	$1,000.00	$270.00	$730.00
REFUNDS		$32.50	($32.50)
UNESCO		$80.45	($80.45)
OTHER		$2,800.05	($2,800.05)
TOTAL	$8,650.00	$11,716.02	($3,066.02)
EXCESS REVENUES OVER EXPENDITURES	$0.00	$7,264.75	$7,264.75

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP
STATEMENT OF CASH

BALANCE JULY 1, 1986	$5,262.51
EXCESS REV OVER EXPENSES	$7,264.75
PURCHASE OF CD	($5,000.00)
PURCHASE OF CD	($3,000.00)
CD INTEREST	($205.35)
BALANCE JUNE 30, 1986	$4,321.91

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP
STATEMENT OF CURRENT RESOURCES
(JUNE 30, 1986)

CHECKING BALANCE	$4,321.91
CERTIFICATES OF DEPOSIT	
THE AMERICAN NATIONAL BANK	$10,000.00
THE AMERICAN NATIONAL BANK	$5,039.83
CENTER BANK	$5,055.57
DUPAGE BANK & TRUST	$3,109.95
PREPAID EXPENSE AT WESTERN MICHIGAN	$747.24
TOTAL	$28,274.50

The following footnotes refer to the PROPOSED BUDGET 1986-87 on the next page.

[1] Received during 1985-86 budget year.

[2] Payments through April 1986.

[3] Not included in previous budgets but noted in audit.

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRIANSHIP

PROPOSED BUDGET 1986-87

Income	Actual 1984-85	Actual 1985-86	Proposed 1986-87
Membership			
a. Association	310.00	340.00	350.00
b. Individual	5,822.55	5,691.34	5,800.00
c. Support A Friend	180.00	115.00	150.00
Sale of Publications	1,059.00	2,116.80	1,500.00
Contributions	295.50	225.00	300.00
UNESCO Project Gifts	292.00	80.45	100.00
Conference Income	2,983.30[1]	5,000.00	1,000.00
Interest Income	< >	1,334.75	1,500.00
	10,942.35	14,903.34	10,700.00

Expenditures	Actual 1984-85	Actual 1985-86	Proposed 1986-87
President's Expenses	.00	15.75	100.00
Executive Secretary	202.61	253.26	250.00
Treasurer's Expenses	6.38	23.97	50.00
Secretarial	1,235.25	1,732.51[2]	2,000.00
Board Meeting Expenses	312.00	.00	235.00
IFLA Dues	183.83	197.26	200.00
WCOTP Dues	.00	81.66	100.00
Printing (Including duplicating & photocopying)	4,160.50	3,761.66	3,000.00
Filing Tax Exempt Status	5.00	5.00	15.00
Newsletter			
a. Clerical (typing & paper)	7.58	.00	50.00
b. Postage	1,964.70	1,834.20	2,000.00
c. Editor's Expense	117.10	210.48	200.00
Proceedings			
a. Printing	1,705.11	.00	750.00
b. Postage	85.71	.00	200.00
Collection Charges on Foreign Checks and Bank Charges	63.39	115.31	100.00
Office Expense	3,547.99	617.65	650.00
a. Telephone	(3.89)	(.00)	
b. General Postage	(710.30)	(9.60)	
c. Miscellaneous	(2,833.80)	(608.05)	
Committee Expenses	.00	149.31	200.00
Conference Assistance	.00	.00	.00
Additional Expenses[3]	614.65	2,345.05	500.00
UNESCO Project Gifts			100.00
	14,211.80	11,343.07	10,700.00

APARTHEID IN SOUTH AFRICA

The continuance of policies in South Africa which contradict the fundamental principles of justice, and which cultivate and promote hatred and violence as a strategy is intolerable and we as an international association, with members from countries around the world, strongly condemn the policy of Apartheid and in particular the recent outrages committed in the name of this policy by the government of the Republic of South Africa.

As a member organisation of the World Confederation of Organisations of the Teaching Profession we support the following declaration by that body:

> WCOTP declares its outright condemnation of the apartheid policy of South Africa. WCOTP observes that repression, and the humiliating exclusion of the non-white majority from full citizen rights, are still being practised in South Africa, in direct and flagrant defiance of the International Convention for the Elimination of All Forms of Racial Discrimination, the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights.

Signed: Michael J. Cooke
President

Jean E. Lowrie
Executive Secretary

BY-LAWS OF THE ASSOCIATION

ARTICLE I: NAME

Section 1. The name of this Association shall be the INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP.

ARTICLE II: OBJECTIVES

The objectives of the Association shall be:

A. To encourage the development of school libraries and school library programs throughout all countries.

B. To promote the professional preparation and continuing education of school librarians.

*C. To foster a sense of community among school librarians in all parts of the world.

*D. To foster and extend relationships between school librarians and other professions connected with children and youth.

*E. To foster communication and research in the field of school librarianship taking into consideration pertinent knowledge in related fields.

*F. To promote the publication and dissemination of information about school librarianship and materials for children and youth throughout the international community.

G. To initiate and coordinate activities, conferences and other projects in the field of school librarianship.

ARTICLE III: MEMBERSHIP

Section 1. CATEGORIES OF MEMBERSHIP

*A. Individual members shall be those persons with a personal interest in the development of school librarianship throughout the world community.

*B. Institutional members shall be those educational and commercial institutions and agencies directly or indirectly supporting the objectives of the Association.

C. Association members shall be those regional, national, or international organizations engaged in any activity related, directly or indirectly, to the promotion of school librarianship.

* Completely new or rewritten. Underlining is minor change.

D. Honorary members shall be those individuals who have made noteworthy and outstanding contributions in the field of school librarianship. Unanimous approval of the Board of Directors is required in order to become an honorary member of the Association.

*ARTICLE IV: GENERAL ASSEMBLY

A duly called meeting of all members, individuals, institutional, association, and honorary, shall constitute the General Assembly of the Association.

Section 1. MEETINGS OF THE GENERAL ASSEMBLY

A meeting of the General Assembly shall be held at least once in two years, at a time and place to be designated by the Board of Directors. Such meetings shall be held to elect Officers and Directors of the Association, to confirm actions of the Executive/Board of Directors, and to provide direction for the future activities of the Association.

Section 2. NOTICE OF GENERAL ASSEMBLY MEETINGS

Written notice stating the place, day and hour of the General Assembly and the purpose for which the meeting is called, shall be issued not fewer than thirty days before the date of the meeting. The normal means of communication for this notice shall be the NEWSLETTER which will be deemed to be delivered when mailed to the member's address as it appears in the current membership record.

Section 3. QUORUM

The attendance of members having votes equal to one-twentieth (5%) of the total membership shall constitute a quorum for the conduct of business at any meeting of the General Assembly.

Section 4. VOTING

A simple majority of those entitled to vote shall be necessary to decide any matter presented to the General Assembly for debate. Members may vote by proxy as provided for by the Board of Directors. Individual and Institutional members shall be entitled to one vote each. Association representatives shall also be entitled to one vote.

ARTICLE V: OFFICERS OF THE ASSOCIATION

Section 1: NUMBER OF OFFICERS

The officers of the Association, all of whom shall maintain individual membership, shall consist of the President, Vice-President, Treasurer and the Past-President.

Section 2: RESPONSIBILITIES OF OFFICERS

A. The PRESIDENT shall be the chief executive officer of the Association and shall preside at all meetings of the General Assembly and of the Board of Directors; the President shall direct the management of the Association and shall be responsible for implementing the resolutions of the General Assembly and of the Board of Directors.

B. The VICE-PRESIDENT , in the absence or inability of the President, shall perform the duties of the President, and when so acting shall have all the responsibilities of the President. The Vice-President shall perform such other duties as, from time to time, may be assigned by the President or by the Board of Directors.

C. The TREASURER shall have custody of the Association's funds and securities and shall keep, or cause to be kept, correct and complete records of receipts and disbursements in all accounts belonging to the Association, and in general shall perform all the duties pertinent to the office of Treasurer and such other duties as, from time to time, may be assigned by the President or by the Board of Directors.

D. The PAST-PRESIDENT shall act in an advisory capacity to the Board of Directors, and shall perform such other duties as may be assigned by the President or by the Board of Directors.

*E. The officers, with the Executive Secretary, shall constitute an Executive Committee to take action on behalf of the Board.

Section 3. TERMS OF OFFICE

The term of office for each officer shall be three years, except that of the immediate Past-President who shall serve for one year only. No member shall serve more than two consecutive terms in the same office of the Association.

*Section 4. ELECTIONS OF OFFICERS

Elections for any position as Officer of the Association shall be held annually as such positions become vacant. If elections are not held at a meeting of the General Assembly, they shall be conducted by a mail ballot at the expiration of each term. Vacancies for the remaining portion of any incomplete term of office may be filled by appointment of the Board of Directors.

ARTICLE VI: BOARD OF DIRECTORS

Section 1: MEMBERSHIP

A Board of Directors consisting of the Officers of the Association and at least six Directors elected by the membership of the Association, shall perform the business of the Association. Directors shall maintain individual membership in the Association. The Executive Secretary and such other members of the Association as may be required, shall attend meetings of the Board as members ex-officio, without a vote.

Section 2. ELECTION OF DIRECTORS

At least two Directors shall be elected annually for a three year term. If elections are not held at a meeting of the General Assembly, they shall be conducted by mail.

No Director shall serve more than two consecutive terms on the Board of Directors, nor shall more than one Director from the same country serve at any one time. All Directors shall be active members of the Association.

*Section 3: MEETINGS OF THE BOARD

Meetings of the Board of Directors shall be held within seven days before and within seven days after meetings of the General Assembly.

Other meetings of the Board may be held at the call of the President, or at the written request of at least two members of the Board of Directors.

In the interval between meetings of the Board, the business of the Association shall be carried on by correspondence.

Notice of meetings of the Board shall be issued at least thirty days in advance of the date specified either personally, by mail or any other appropriate means.

Section 4: QUORUM AND VOTING

A majority of the membership of the Board, including the President or the Vice-President, shall constitute a quorum, and the votes of the majority of the members present shall be sufficient to decide any matter presented to the Board.

Section 5: SECRETARIAT

A secretariat shall be established by the Board of Directors. It shall be supervised by an Executive Secretary appointed by the Board. The Executive Secretary shall be authorized to keep the corporate seal and to attest to the signature of the President, and shall perform such other duties as may be assigned by the Board of Directors.

Section 6: COMMITTEES OF THE ASSOCIATION

Committees of the Association may be established and appointments made to them by the President, with the approval of the Board of Directors. The Committees may be designated as either Standing or Ad Hoc.

*ARTICLE VII: ASSEMBLY OF ASSOCIATIONS

There shall be an Assembly of Associations consisting of the designated representatives of associations which hold membership in IASL.

Section 1. PURPOSES OF THIS ASSEMBLY

The purposes of this Assembly shall be:

A. To foster communication about the organization, policies and programs of associations, as these affect the development of school librarianship.

B. To promote an awareness of IASL and of the international school library community among the memberships of these associations.

C. To encourage the development of national and international cooperative projects and activities which extend and enhance the impact of library and information services to children and youth at all levels of education.

Section 2. MEETINGS OF THE ASSEMBLY

The Assembly shall meet at the call of its presiding officer, normally in conjunction with meetings of the General Assembly.

Section 3: LIAISON WITH THE BOARD OF DIRECTORS

The Vice-President of IASL shall act as liaison between the Assembly and the Board of Directors, and shall be the presiding officer of the Assembly.

ARTICLE VIII: OFFICIAL LANGUAGE

The official language of the Association shall be English.

ARTICLE IX: ASSOCIATION DUES

The dues of the Association shall be determined by the Board of Directors with the approval of the GENERAL ASSEMBLY.

ARTICLE X: LIABILITIES OF MEMBERS OF THE BOARD OF DIRECTORS

Each present or future director or officer, whether or not then in office, shall be indemnified by the Association against all claims and liabilities and all expenses reasonably incurred or imposed upon him in connection with any action, suit or proceeding, or any settlement or compromise thereof approved by the Board of Directors, to which he may be made a party by reason of any act, either of omission or commission, performed by him while acting as such officer or director in good faith, except in relation to matters as to which recovery shall be had against him by reason of his having been finally adjudged, in such action, suit or proceeding, derelict in the performance of his duties as such director or officer; and the foregoing rights of indemnification shall not be exclusive of other rights to which he may be entitled as a matter of law. Each such officer and director shall likewise be indemnified against any judgement, decree or fine which may be imposed upon him in such proceedings, suit, action or prosecution.

ARTICLE XI: FISCAL YEAR

The fiscal year of the Association shall be July 1 to June 30.

*ARTICLE XII: IASL CONFERENCES

The Board of Directors shall determine policies and procedures for all conferences sponsored or co-sponsored by the Association.

*ARTICLE XIII: RELATIONSHIPS WITH INTERNATIONAL BODIES

The Association may establish and maintain formal relationships with such other international bodies as shall be determined by the Board of Directors.

ARTICLE XIV: AMENDMENTS

These By-Laws shall only be altered or amended by a majority vote of the General Assembly. Recommendations for such change must be considered by the Board of Directors prior to presentation to the membership. Such proposals must then be distributed to the membership in printed form by the Executive Secretary no fewer than thirty days prior to the meeting at which they are presented.

ARTICLE XV: PARLIAMENTARY AUTHORITY

The conduct of all meetings of the Association shall be governed by procedures outlined in the latest edition of ROBERT'S RULES OF ORDER.

Any rule of procedure may be suspended by a majority vote of members in attendance.

ARTICLE XVI: DISSOLUTION

The Association may be dissolved only by a two-thirds majority of the members present or represented by proxy at a meeting called for this purpose after at least three months notice has been given.

RESOLUTION OF THANKS

15th Annual Conference, International Association of School Librarianship,
Halifax, Nova Scotia, Canada July 1986

"The School Library -- Window on the World"

Presented by Mary Ann Paulin, AASL Delegate

Whereas the beautiful province of Nova Scotia was opened to us with the help of our Study Tour bus driver, George, who even kept in touch with us after we had disbanded -

And whereas Shirley Coulter chaired the Conference, as well as directed our Study Tour, and led us out bright and early each day even in the middle of the royal wedding -

And whereas the men on the Study Tour hauled our excess baggage away & filled Shirley Coulter's apartment with it without grumbling above their breaths -

And whereas many of the lobsters of Nova Scotia offered themselves for the cause by appearing and disappearing at many meals on the Study Tour and during the Conference -

And whereas we received a hundred thousand welcomes to the province of Nova Scotia from librarians, teachers, university personnel, museum curators, archivists, administrators, authors and booksellers, not only during the Study Tour and on the Wednesday tours, but throughout our entire stay -

And whereas members of the Halifax Police Association Pipe Band piped & drummed us into the Student Union building for registration -

And whereas Douglas Davidge from Parks Canada shared areas of his beautiful Atlantic Provinces with those who had never seen them before as well as reviewed places visited by the Study Tour -

And whereas His Worship, Mayor Ron Wallace of Halifax, graciously welcomed us and invited us to tea -

And whereas the Honourable J.T. McInnis, Minister of Education, shared his conviction with us that school libraries are essential to the education of children -

And whereas Dr. Ann Naumann reminded many of us that we come from nations of immigrants and have an obligation to serve students in our school libraries by helping them understand their cultural heritage -

And whereas Anne Galler encouraged us to cooperate fully with librarians from other types of libraries -

And whereas Gerald McCarthy, Deputy Minister of Education, inducted us into the "Order of the Good Time" -

And whereas R.G. Fredericks, of the World Council of the Teaching Profession, shared the commitment of other educators to the importance of the school librarians' service to students -

And whereas Michael Cooke, our president, has so ably led us for the last several years -

And whereas Joy Cooke has served beyond the call of duty as First Lady of IASL -

And whereas vice-president John Wright ably led our discussions during the Assembly of Associations -

And whereas the Board of Directors of IASL met and laboured over weighty matters, knowing that the membership was out enloying the amenities of Halifax -

And whereas numerous IASL members and others shared their talents and expertise with us through many enlightening workshop sessions -

And whereas the Government of Nova Scotia, the Canadian Book Information Centre, the Black Cultural Centre, the Halifax Teachers Resource Centre, and various librarians throughout the province provided us with an abundance of food, hospitality and professional information -

And whereas the staff of Sheriff Hall not only patiently answered our reference questions, but stuffed us with food each morning and several other occasions during daylight and dark -

And whereas the Nova Scotia writers and booksellers shared their books with us -

And whereas Joyce Barkhouse read us a gripping passage from her book about the Halifax Explosion in this very harbour, and Lesley Choyce had us laughing and crying with his poetry -

And whereas Clary Croft made Dr. Helen Creighton's collection of N.S. folksongs come alive for us -

And whereas Sue Hegarty provided us with our un-official T-shirt uniform -

And whereas Jean Lowrie, our hard-working Executive Secretary, continued to keep things in order at IASL Headquarters, Kalamazoo -

Therefore be it resolved on this 31st day of July, 1986, that the International Association of School Librarianship offer to all those who helped make this 15th Annual Conference in Halifax, Nova Scotia, Canada, a success, a hundred thousand thanks!

ACKNOWLEDGEMENTS AND "THANK YOU'S" FROM THE CONFERENCE CHAIR

Direct financial assistance was received from the Nova Scotia School Library Association (for the Wednesday tours); the International Education Centre, St. Mary's University, (to help a member from a Third World country attend the conference); Don Simpson, Grolier Limited (a general donation); The Province of Nova Scotia (funding for the conference dinner); the District School Boards of Cape Breton, Halifax City, Dartmouth and Lunenburg County who provided meals on various occasions; as well as the Dr. J.H. Gillis Regional High School.

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And to anyone else I may have inadvertently forgotten, "MANY THANKS".

SHIRLEY COULTER